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*2nd - no 5*  
*Jan 1*  
February, 1941

Volume XXVII Number 2

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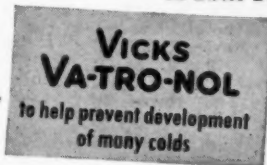
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# SCHOOL AND COMMUNITY

OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER  
Editor and Manager

INKS FRANKLIN  
Associate Editor

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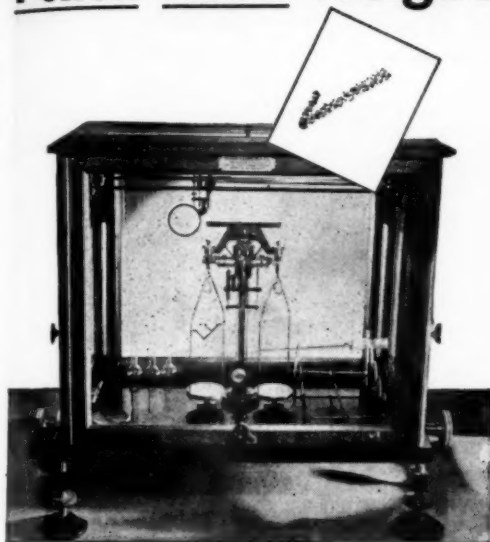
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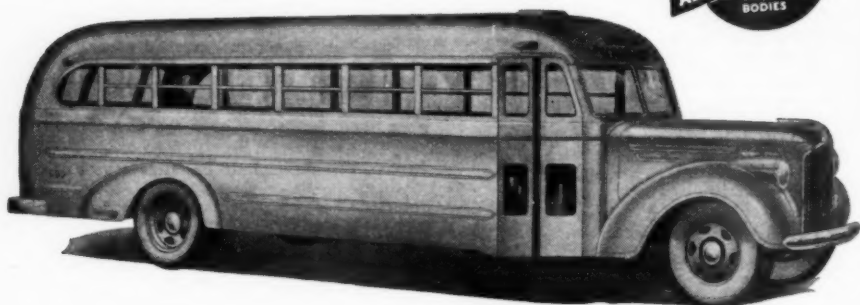
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# EDITORIALS



## **THIS THREATENED DECREASE IN SCHOOL FUNDS**

ONE OF THE MAJOR legislative objectives of the Missouri State Teachers Association, and the one which means most to the children of Missouri, is the retention of the long established custom of appropriating one-third of the general revenue of the State for the support of the public schools.

As the services of the State have increased in number and extent the total amount of revenues has been increased and consequently the part represented by one-third of it has proportionally grown.

Since 1931, when the State embarked upon a program of equalizing educational opportunity and educational support by means of a larger state distributive school fund, the amount of money distributed by the State to local school districts has grown from a total of \$4,175,620 in 1932 to \$13,456,816 for the school year of 1939-40. This increase of approximately 200 per cent in the state distributive fund has given a talking point to those forces which originally opposed the principle of equality in educational opportunity to Missouri's children and, its necessary corollary, the placing of a larger part of the support on the state as a whole.

The trebling of state school moneys looks big when looked at alone, and this is evidently the way these enemies of equality desire that it be seen. They want the good, fair-minded people to get the impression that schools in general are receiving three times as much support as they did in 1932. Fortunately folk are not so easily misled. It is generally known by the citizens of each large community that their school has had no such increase. By and large local districts which in 1932 were maintaining good schools are spending about the same now that they spent then. A considerable number are actually spending less. What has actually happened is that districts which, prior to 1932, without the increased state aid could have only four, five, or six months school are now able to have a school of eight or nine months, and thousands of children who then had no opportunity to attend high school now are enjoying that benefit.

When the total money spent for education by all the people of the state is considered the amount spent now is practically the



same as was spent in 1932. The extra nine millions which comes to the state fund from state sources such as sales tax, liquor tax, income tax, etc., represents almost the exact amount by which local school taxes on property have been reduced. So there has been no actual increase in maintenance cost of schools since 1932.

Certainly no fair minded person can say that our State is spending too much for the education of its children in view of the following facts:

1. Thirty states of the forty-eight have a larger total per pupil cost.
2. Thirty-one states of the forty-eight spend more per pupil for current expenses.
3. Thirty-six states spend more per capita of total population.
4. Thirty states spend more for current cost per pupil day.
5. Twenty-six states spend more for school property.
6. Twenty-four states spend for schools a larger share of total revenue received.
7. Thirty-one states rank above Missouri in adequacy of school support.
8. Missouri would spend between nine and ten millions more if it did as much educationally for its children as the average state does.
9. Missouri in 1936 held the unenviable position of being with the lowest seven states of the Union in effort to support schools compared with her ability to support them.
10. Missouri ranks above average in ability but below average in her expenditures.

Nevertheless, there are those who want to focus your attention on this nine million increase in *state* funds so tightly that you will not see the whole picture. Namely, that total school expenditure *has not increased*.

It should also be remembered that while the schools have shared in the general increase of total state

money, other state activities have taken two dollars of this increase for every dollar that the schools have taken, a fact which school reductionists stubbornly refuse to consider.

Certain items of school cost have increased greatly, such as transportation and high school tuition, but the salary item has actually decreased even in the face of an actual increase in the total number of teachers. This means, of course, that the teachers have in general borne the cost of these added items of educational service.

Now in this legislature we are faced with two threats of reductions in school support: one by Governor Stark's budget recommendation that 10 per cent of the accustomed one-third be taken off of the school appropriation, the other in the revival of the suggestion made late in the Session two years ago to the effect that support for the University be taken from the public school fund instead of from the general revenue, as has always been done. Either of these would deprive the schools of \$1,500,000 a year, or more.

What will be done remains to be seen but ultimate action will depend, in a large measure, upon what you and each of the other teachers of the state do. If you remain silent and inactive, not letting your representative know how you feel about it, do not be surprised to find educational opportunity reduced. You owe it to the children of Missouri to see that no reduction is made. In the face of needed increases surely you will not sit supinely by and permit a decrease.

# Need for Better Working Relations Between Elementary and Secondary Schools

By V. M. HARDIN

Principal Pipkin Junior H. S.  
Springfield

THE DISTINCT NEED for a clearer understanding and better working relationship between the elementary school on the one hand and the secondary school on the other is becoming increasingly more evident as we strive to meet the needs of pupils in our rapidly changing culture. Until we are able to attack our problem as a unit, we shall not make the progress otherwise possible for us to make. We do not mean to imply that there is any antagonism between the two levels of the school system, for that is not the case. The situation is one of each attempting to work out its own salvation independent of the other. Since each has a responsibility it is all the more necessary that the two present a united front in the spirit of comradeship and mutual understanding.

There was a time when this was not such a serious problem. Our culture was a relatively simple one, hence it was not a very difficult matter to plan a satisfactory educational program. But the scene today presents a decided contrast to that of a few generations ago. We shall not attempt to describe the scene, as this has been done very adequately by such writers as Counts in his book, *Prospects of American Democracy*, Rugg and others, *Democracy and the Curriculum*, Arnold, *Folklore of Capitalism*, and Mumford, *Men Must Act*. The school is confronted with a very definite challenge to plan an educational program which harmonizes with the needs growing out of our rapidly changing culture. Again, by way of retrospect, the relationship between the elementary and secondary school at one time was a problem of little consequence. The upper division with its approved college preparatory curriculum said to the lower division, in substance, "Your chief responsibility is to send to us the children who are prepared in the fundamentals so that we in turn may prepare them for college." The emphasis was on memorization and verbalism. The whole child was an unknown quantity. For a long time the elementary school accepted this responsibility without question for two

reasons. In the first place, this viewpoint met with social approval and still does in all too many places to be comfortable. In the second place, the psychology of that day lent emphasis to the notion that the period of pre-adolescence was the time to learn the skills and the functions of abstract thinking and problem solving should be deferred to the adolescent period.

The past few years have witnessed many changes in the elementary school program due to several potent influences. One is the contribution of the experimental psychologists, Alpert and others, who have shown that children are capable of problem solving on their level of experience and that skills are more meaningful when learned in their natural setting and as needed. Another is the philosophy of John Dewey and others. A third is the fact that elementary schools have felt freer to part with tradition and to experiment than have the secondary schools. We could list other influences, but these we have mentioned are suggestive of the causes for the changes that have been and are taking place. As a result the elementary school has made rapid progress in providing a learning environment which harmonizes with the needs of the child and with those of a democratic society.

Frankness compels us to confess that the secondary school lags behind the procession and is failing to make the contribution it should to the youth of our nation. The Board of Regents Inquiry in New York, the Pennsylvania Study, the Maryland Study, and other studies point out with daylight clearness that this institution is far from adequate in its program for youth. It is true that a few centers, such as Tulsa, Denver, Evansville (Indiana), and others, are making valiant efforts in the desired direction, but the movement

is not nearly as wide-spread as it should be in proportion to the need.

The purpose in laboring so long at this point is to call attention to the fact that these institutions, the elementary and secondary schools, instead of providing a continuous program for pupils, have drifted apart and threaten to create a gap which is more serious than existed when the proponents of the junior high school used this argument with telling effect in their plea for creating this new unit of the school system. We have admitted that the elementary school is making rapid strides in the building of a functional program which is more in harmony with the demands of the situation. We have called attention to the fact that a few centers are pioneering in the secondary field. But we do not find in the literature any promising evidence of these two institutions facing their common problem co-operatively. Each seems to be seeking the desired goal independent of the others. This procedure not only makes it more difficult for each to approach the desired goal but tends to produce confusion both in our own camp and in the mind of the lay public. What is needed is a concerted effort on the part of those working in the two fields.

In the light of the situation that now exists we are proposing a procedure which we believe has possibilities for removing the obstacles which so stubbornly impede our progress. We propose that a representative committee from each level of the school system in a given community sit down together and work out a solution co-operatively. Let them face this question, realistically, in view of the needs of a democratic society, and in view of the needs of pupils as they live in and are a vital part of that society. What is our common responsibility and how may we meet that responsibility more effectively?

We realize that such a question is freighted with difficulties. For one thing, it is an innovation, and innovations always possess potential elements of danger. For another, this procedure demands many hours of patient, persistent effort, if the desired results are to be accomplished. But in spite of the difficulties we believe that this is one way out of the dilemma which now confronts us.

Certain problems will have to be met if the fundamental question is answered satisfactorily. The first problem is that of building a common philosophy which will be acceptable to the staff of both levels. This in and of itself is basic and will head the "must" list before any additional steps can be taken. This philosophy will involve an analysis of present-day democracy, the place of education in our democracy, the general aims of education, and the nature of the learner and of the learning process.

The second problem will be that of clarifying the meaning of the curriculum. Doubtless there will be some who will limit the curriculum to a list of prescribed subjects, while others will accept the modern view-point as stated so clearly by Caswell and Campbell in their book, *Curriculum Development*, that the school curriculum is composed of all the experiences which the children have under the guidance of teachers.

If the modern conception of the curriculum is accepted, then the third problem will be that of determining the scope and sequence which harmonizes with the basic philosophy of education which they develop.

The fourth problem which will be of more concern to the secondary members of the committee, because of the newness of the problem, will be that of the new conception of the unit. Source unit, pre-planned unit, and the unit of work as recorded by the teacher as she proceeds with the program, all call for clear interpretation for the purpose of bringing about the necessary understanding. We might continue the list at some length, but these are suggestive of the problems that will have to be met if the committees achieve the results they should.

While we have outlined briefly how the elementary and secondary school might be brought into better working relationship with each other, we do not mean to imply that this is the only way that the problem can be solved. Our chief concern is not with a way but with the much more important consideration, namely, that both institutions should and must meet the situation that now exists in a purposeful co-operative manner. Until this is done we shall continue to wander in the wilderness.

# A Plea for the Return of Old-Fashioned Discipline

(Not to be taken too seriously)

By ELIZABETH TOMLINSON  
Clayton, Missouri

NO ONE CAN QUESTION that the youth of our generation have been highly appreciated and greatly privileged. No one can doubt that the child of today may look back with fondness and pride to his childhood, that when he has achieved maturity he may remember how the world lay about him—nay, more, revolved about him—in his infancy; may cogitate with genuine self-congratulation upon the expense and care that he was to his elders—how his feedings were measured with reverence and administered with awe, how he was the object of every dental and medical prophylaxis of the civilized world, how his teeth, eyes, skin, nails, hair were subjected to all the devices known to man that might be likely to result in their—and his—improvement. But yet, I am a little sorry for the adult of tomorrow. After all, there is nothing so delightful as the ability to dramatize one's past; there is nothing so gratifying as to be able to look back upon the privations of one's childhood and recount them for the benefit of one's own over-privileged young; nothing which so builds the ego as the thought of what one has escaped from by sheer virtue of having grown up.

A few nights ago I was reading one of Montaigne's essays, in which he speaks of the intolerable cruelty and stupidity of those who instructed the young. Then I remembered how Milton is said to have caned his youthful charges mercilessly in the interest of knowledge. I picked up a magazine and read a few chapters from Bertha Damon's *Grandma Called It Carnal* and felt my heart quite twisted and wrung by her account of the humiliation and sufferings she endured in a New England schoolroom of a generation ago. I brought the subject up at the dinner table, and the twenty-year-old college boy who sits across from me decided to do a bit of reminiscing. He told us about the time that he was caught chewing paper wads, and his teacher made him stay in after school and chew up a whole notebook full of paper. It seems

that he felt completely disgraced at the time, but the joy he got out of recounting the episode could not be disguised. Then a man who is today a mild and unimpressive little auditor never quite sure he can pay the rent on time told about how he once gave the school bully a black eye and was himself mercilessly licked by the teacher. It seems that the bully had been pulling the pigtails of a certain little girl, to whose rescue our harmless and unassuming little auditor-to-be heroically came. To all this conversation a seven-year-old had been listening. After awhile she looked up with eyes full of tears and said, "Why, we never have any fun like that. We're always prissy and proper and have to do the right thing. The teacher won't even get mad at us, anyway. We won't have anything like that to remember."

When you come to think about it, isn't it a shame now? Our youngsters can't be licked because they might be injured in the process. They can't be reprovved because their feelings might be wounded and irreparable damage done to their tender sensibilities. They can't be kept in at recess—which isn't exciting enough to remember, anyway—because they might become over-tired or neglect certain necessary physical functions. No, their misdeeds must become the subject of weighty meditations. If Johnny breaks out all the windows on the first floor, Johnny must be psycho-analyzed; there must be a reason, a sacred, tremendous reason, upon the finding of which perhaps all of Johnny's future depends. If Philip makes spitballs, he must not be kept in and forced to chew paper. Heavens, what a thought! But it must be ascertained—Why did our Phil do such a nasty thing? Perhaps he is suffering from some repression or inhibition (They

(Continued on Page 61)



# What Americans Believe About Youth and Education

MORE THAN A QUARTER of our adult population flatly denies that certain States are so poor that they cannot afford schools as good as those in other parts of the country. Nearly another quarter has no opinion on the subject. Yet a third quarter is not only aware of the facts but asserts it would be willing to pay higher taxes in order to allow the Federal Government to give money to the poorer States to make their schools as good as those elsewhere.

Nearly one in every three adults in America's lowest income group does not recall having ever heard of the NYA, either by its initials or its full title, the National Youth Administration. Almost as large a group of those over fifty believes that teachers should not discuss in high school such issues as labor unions, war, or government policy. A fourth of adults living on the farm think too much importance is placed on education nowadays.

There are almost endless ways of combining the various findings on information, opinions, and recommendations of the American people, analyzed by age, income, education, and other levels, in one of the most interesting national surveys of public opinion on youth and education ever taken. This survey was a poll conducted in July, 1940 by the American Youth Commission and published by the National Education Association. The poll was undertaken in cooperation with the American Institute of Public Opinion, of which Dr. George Gallup is director. The detailed analysis of the findings which appears in the November, 1940 issue of the *National Education Association Research Bulletin* affords much material for profitable study.

More fundamental than the individual points covered by the survey, it seems to me, is the total picture given of American attitudes toward youth and education. It should give great encouragement to all those interested in making education more effective, more comprehensive, more near-

By PAUL T. DAVID  
Acting Director of the  
*American Youth Commission*

ly adapted to the actual needs of the children and youth of today. To the extent that we credit the accuracy of such methods of sampling public opinion as those of Dr. Gallup—and the evidence for the validity of these methods piles up with every succeeding test, like that of the recent presidential election—we can feel that the people of the United States stand firmly for basic principles of sound education and training and for an increasing measure of social responsibility in this field. The findings of the poll are the voice of a democracy affirming that it believes in democracy.

The 24 questions asked by the poll takers may be regarded as tests in three fields. First, what information do American adults have regarding youth and current educational procedures? Second, what is their opinion of the current activities of our public educational and training methods? Third, what recommendations do they approve for the immediate future? In none of these areas was it possible for the test to be complete or comprehensive, but in all of them it was indicative and significant.

In the matter of information those questioned made their poorest showing, indicating that their knowledge of certain major statistical facts about youth and education is meager. Three factual questions elicited only a relatively small percentage of correct replies. Only about one person in eight was able to estimate with anything like accuracy the percentage of the unemployed who are between 16 and 25 years old—in recent times around 35 percent. Approximately one person in five was able to estimate without too large a departure from the facts the proportion of farm boys and girls who can be expected to migrate to towns and cities as they reach



adulthood—about 50 percent. Only about one adult in five, to judge from the poll, has an accurate idea of the proportion of boys and girls who attend high school—now about 65 percent.

Even though uninformed on factual questions, most people were found to have very definite opinions about schools and education. The occasional claim made by some politicians, for example, that public education has deteriorated since the good old days was supported by only 7 percent of the people, with 85 percent taking the stand that young people today are getting a better education in school than their parents got. With equal positiveness, 73 percent disagreed with the statement that "there is too much importance placed on education nowadays"—and 66 percent backed up this opinion with the expressed belief that the amount of tax money being spent for schools in their localities was about right or too little.

Asked about high school programs, a majority (54 percent) felt that a good many boys and girls now in high school would be better off at work. This implication that high school programs are not fully adapted to the needs of pupils was supported somewhat by a vote of 34 percent that secondary schools are planned mainly for the students who are going on to college. It should be noted, however, that 39 in every 100 gave high schools credit for planning their programs for both future college students and pupils who will not attend college, and that an additional 8 percent felt that high schools plan their programs chiefly for those who will not attend college.

An interesting sidelight on attitudes toward teachers was the expression by 40 percent that "teachers favor the children of parents who have the most money or the best position in the community," although 47 percent took the opposite stand, with 13 percent not voting. Credit was given to high school teachers for impartiality in discussing controversial subjects by two-thirds of those with an opinion on this topic, although one person in four had no opinion.

Most striking of all were the emphatic endorsements of suggested steps to make education and training more generally available. Majorities of 72, 78, 82, and

86 percent, respectively, voted approval of government aid to help needy families keep their children in high school; of equal expenditures of tax money for the education of Negro and white children; of a special government program to provide part-time work and training for out-of-school youth unable to find jobs; and of complete periodical physical examinations at public expense for all elementary and secondary school pupils. These majorities were registered in all economic and other classifications of those voting, with surprisingly small variations.

Teachers and school officials can feel, as a result of this poll, that the American people are with them and for them in their efforts to bring education to young people in increasingly effective ways.

### A PLEA FOR THE RETURN OF OLD-FASHIONED DISCIPLINE

(Continued from Page 59)

seem to have these things young nowadays). Or again maybe there is a deficiency in Phil's diet and mamma ought to take him to the doctor. So the young offender becomes the center of serious attention and of careful and professional investigation. If he doesn't become a neurotic, it is no fault of his, and if he escapes that, he certainly won't enjoy remembering the clinical nature of his experience in crime when he arrives at the age of forty.

The boy who never had an adventure in his life can always boast of the time when he gave that big guy in the fifth grade a bloody nose, or mild little Milquetoast can always recall the days when he kept the third grade teacher worried to a shadow. If you don't believe in the enduring thrill of those old-time experiences, just bring up the subject sometime and watch the response you get right away. Note that reminiscent gleam in the eye, that humorous twist of the mouth, that look of pleasure that settles down over the entire countenance. Wait till you hear the words, "I never will forget one time when I was a kid in the sixth grade, I had the meanest teacher alive—though I'll have to admit I was pretty bad myself—." And so on to a tale of bloodthirsty education in which each individual may figure as the hero or the victim and may bask in the light of the glory he once knew.

# Are We Seeing Our Way to Illiteracy?

ARE WE ON THE THRESHOLD of a new era in American education when reading will be an unnecessary accomplishment?

We have long been aware that changes were occurring in children's reading. Can we say it has all been progress? Or are our children losing the ability and the desire to learn through the printed page? Are we denying them the privilege of imaginative dramatization as they read? Are we sacrificing their ability to lose themselves in the written story and to identify themselves with the characters as portrayed only through words? Are we stunting their stick-to-it-iveness when we fail to encourage their concentration on learning through their own determined effort to understand what is recorded in literature? Are we failing to nurture the growth of critical judgment? These and other similar questions should cause us to stop our head-long rush to sugar-coat education until we are sure which side of the balance-scales we value more.

If we are forced to answer the above queries in the affirmative, we, you and I, must admit the source of the situation. It lies to a great degree in our attitude. We prod children's interest in a book by displaying the clever illustrations; we choose a book for them at the library, saying, "Look at those cute pictures. They'll love this story;" we deluge them with colorful full-page scenes where only a brief legend is needed to complete the understanding; we sympathize with them when they complain of inability to read material, agreeing, "That is a rather hard book. Suppose you read this one. It's easier. You'll like the pictures, too;" we let them feed from day to day upon the sweets of education rather than insisting that they have a balanced diet. Why? Probably our practice is partly due to a misguided conception of what we must do to keep the children happy in school. A misjudged conception, I say. We, you and I, learned to master the printed page with very little pictorial assistance, and I trust your school days were no less enjoyable than mine.

Then, too, the rise of visual education has made it far easier to teach by seeing

By CORINNE HARPER  
Kansas City, Mo.

than by reading. I do not intend for a moment to decry the value of visual education, but I wonder just how much of a part it has played in creating the present reluctance to translate written ideas to meaningful thoughts. Educational films at school and many motion pictures have contributed much to our knowledge that would have been lacking had we been unable to use this medium. But you, no doubt, will unquestionably agree that much has been done in the name of visual education that was unworthy of the name. However, regardless of the actual or potential value of visual educational material, my point, in this connection, is that it has contributed to a lowering of children's ability and desire to read.

Let me present for your thoughtful consideration, an occurrence in my fourth and fifth grades which seems to me to very definitely point out the way along which we have, consciously or unconsciously, been traveling. According to recent standardized tests, my group has a reading ability range from that of sixth grade down to two or three scores, so low that there is no equivalent grade level shown. I was taking a few minutes to gather suggestions from the children as to what books they would like for me to bring back from the public library for their second semester room library. After several very ordinary books had been named, I was startled beyond any ability to comment on their choices. Someone mentioned "Swiss Family Robinson." Immediately, in an absolutely uninterested voice, a reply came, "Oh, I've already seen that at the picture show." Then came, "I don't know the name. But I saw it at the show. It's all about a big trucking company." I did rouse sufficient to remark that not all picture shows were also books. In swift succession came the following requests: "Gone With the Wind," "Dr. Jekyll and Mr. Hyde," "Northwest Passage,"

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## Teachers' Meetings

A SCHOOL WITHOUT SOMEONE to perform the duties of a supervisor is like a ship without a pilot. The school exists and that is all. Again, a supervisor without a program or a philosophy of education is like a pilot without a chartered course, both are in unknown seas and sooner or later are going to have a wreck.

There are at the disposal of the supervisor certain techniques which will aid him in his work of supervising. There are conferences, previsitations, and post-visitations; demonstrations, intervisitations and meetings, departmental and group. Each has its particular place in the whole scheme of supervision. As to which is the most effective, one could find various opinions. Suffice it to say that each has its particular place in the whole program and each should be used when and where it will do the most good.

Several things have to exist before a successful teachers' meeting can be realized. The supervisor is a very important person in the whole affair. Consequently, he must have certain qualifications. While these do not insure success, they will be of material aid; however, without them the road to successful programs is a long hard pull, and many times impossible. The supervisor must have the ability to lead without seeming to push or pull the teachers. This ability means personality, energy, tact, sincerity, confidence, and professional training. These are only a few of the qualifications he must have.

He must have time available for the work required of a supervisor. Not having time, is one of the stock excuses of many supervisors. There is some truth in this excuse, however, for in a large number of our high schools the supervisor is both teacher and administrator. Probably the most legitimate reason for the lack of time is poor arrangement or management. Probably, the best reason for not having a supervisory program at all is ignorance of the procedure on the part of the supervisor. Another good reason, is that the public very often does not expect it.

Many times the teachers' meeting is the dullest, most tiresome, and certainly the

By JOHN D. EVANS  
Superintendent  
Corder, Missouri

least inspiring period of the day. Not all of the blame for this can be laid at the supervisor's doorstep. He must have teachers who are capable and willing to progress with him. This matter of indifferent teachers is a difficult problem to solve. If the supervisor is new he has to do the best he can with what he has. He must win the confidence of his group and prove his worth before his meetings can make any progress.

The real test of the meeting is the effect it has upon the teachers. This effect must take form in growth of the teachers and improvement of their instruction. Many times the meeting proves to be a battlefield for grievances, grumbling, and spreading of dislikes already formed in the minds of the teachers. Often the meeting is merely a session to listen to a supervisor deliver a lecture of no interest whatsoever. These types are to be avoided. The meetings should promote professional zeal, development, ideas and results, and unite the efforts of all.

While all of the goals set may not be achieved, it is well to have high standards at which to aim. None of the objectives should be difficult if the program is well balanced and all the faculty is working together.

John Dewey said "School is life." Why not take this as the slogan for the teachers' meeting? "The teachers' meeting is life." In the few places that the democratic supervisory program has been used wonderful results have been accomplished compared with the old type of meeting.

In a teachers' meeting of the democratic type, the teachers have a hand in planning the program. The duties of the supervisor are not lessened, but a better atmosphere is created in the group. The meeting should not be too long, as anything good can get

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## Character Building---Truth or Tripe?

WHEN THAT NOBLE ram gave up his life in order that a suitable place might be had upon which to certify my credentials, I felt sure that he would be, if there is a sheep heaven, among the martyred elect of that place. I, of all persons, merited such a sacrifice because I was to go out into the cruel world and weave young sturdy characters into the fibre of the nation. I had a rosy feeling in my heart, a benevolence for all humanity, and was completely satisfied with what I had heard called, my "perspective."

Now for the surprise. No, I did not come to the conclusion that all this "teachers-mold-young-lives" business was the bunk. I did decide that a teacher must come down out of the clouds and get his shoes dusty before he can do much molding; that he must sprinkle the salad of luscious objectivity with the nutmeg of common sense and fair judgment. Certainly teachers mold characters of the finest kind. It is their primary objective, it must be for education can never be classed as anything other than an aid on the road to good citizenship, broadness of view, and good moral character.

The key word to a successful life in any profession must surely be "sincerity." We have all been teachers long enough to learn that there is nobody who can see through us any quicker than our own pupils. Dale Carnegie wrote a best-seller proving to America that sincerity is the fire that burns under the pot of a full life. The teaching profession has room at the top only for those teachers who see a great ideal of character building and then seek workable, down-to-earth methods to put it across.

Away with theorizing! Let's act now! All right, what are some of the roots we can implant this very year? Steps which are immeasurably valuable in the shaping of a young, vigorous life?

First of all, we can teach and live *respect*, that great essential to all characters. A wholesome respect for property, program, and persons can do more in one day for a growing child than a ton of gilt-edged theory can do in a year. But *You* must also be respectful, it is your responsi-

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By ARNOLD PRATER  
Centralia, Missouri

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ity. So the next time you go sauntering down the hall with your arm around the superintendent don't be upset when your star student greets you with a "Hiya, Butch!"

Secondly, the creation of a willingness to accept responsibility. Fortunate indeed is the student who can accept it cheerfully for he has already lessened the blow on the chin which the world has all prepared for him. Then it naturally follows that in order to help put that idea across we must accept *our* responsibilities in the system--and the primary one is that of building character.

Then too, there is the quality of kindness. I sometimes wonder if the milk of human kindness has not clabbered. There is no quicker way to distribute or acquire gentleness and graciousness in the art of living than in a pleasant and warm association with boys and girls of school age. Here we can evoke responses and form habits that cast the dies for permanency, for it is here that we find minds yet too impressionable to wear the crass mask of hypocrisy or to don the senseless cape of rigid materialism. And I for one say that an ounce of kindness or sympathy will burst the scales of the future in producing results. Who can judge the scope of the sphere of influence which even *one* act of kindness will have? Certainly not the teacher. How much does an act of kindness toward *you* influence your judgment of the one who performs it? Do you like him better? Are you more apt to respond to his motivation? Do you feel he has something enviable in his personality which you could profitably use? The answer is obvious.

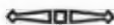
Let us also establish a sensible reason for living. Now there are those who tell us that in our mechanized, rushing, highly materialistic age there is no place for "mushy" philosophies, for those who would teach the poetry of life, or for the sentimentality of the moralist and the music



lover. They cry that we must be "realists"—produce minds that will earn dollars, not write doggerel. But, sadly enough, pay envelopes do not contain personality growth, they do not hold a fine, sensitized culture, and never yet has a dollar bill bought the traits of sincerity, honesty and the desire to be of service. Are we then preparing a bunch of gibbering poets, unfit to earn an honest living? I think not. Are we, by teaching thus, building character which can meet any obstacle? Are we building it constantly in the classroom, in the halls, on the playgrounds and the athletic field? Does our present scheme of things, plus sincerity, stimulate us to discover better ways to promote character growth? Are we succeeding? Yes, I think we are.

Last of all we must establish an inviting reason for having character. There are several ways in which we can do that. We can teach those reasons in our classrooms. For goodness' sake don't be afraid to moralize. High schoolsters love it! I have yet to

make a point of moral or religious interest that one could not have heard the proverbial pin drop. Wade right into what you've had stored inside of you for years, anyhow! Best of all, have and be a character, happy, vivacious and radiating satisfaction. "Yes, but the terrible conditions under which I work," you say. Of course I am for improving them, of course we are all for better lighting, higher salaries and so on; but those are mighty poor excuses for you not to be a character. Those are the things which should *make* you a character. You don't have to put anyones' eyes out with your radiations, but if you can't be a *person* then you haven't much business being a school teacher—you ought to be an "extra" in Hollywood! And if you do find a faint little taint of insincerity lurking around in your heart, why just get to work on it! Make the spirit of that old ram glad he died for you. Sure, character building is tripe, but you can develop a taste for it. Come on now, *you can do it!*



## TEACHERS' MEETINGS

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tiresome. The most comfortable place in the building should be chosen for the meeting.

Regardless of the attitudes of teachers, all should be given a chance to participate, for the school progresses by the combined efforts of all. All some teachers need is the chance, even though they might appear at first to be very unsympathetic. Those who will not cooperate should resign or be dismissed.

The teachers should be made to feel that some progress toward the goal has been achieved or they will become discouraged. It is here that the supervisor can show the right kind of leadership. The program is not going to prove successful at all times, and they will need the inspiration of a supervisor who can see farther than the present.

It is well to set up some limitations to be considered before the teachers are led into

sudden disappointment. For example, the meetings often come at the close of the day when teachers are tired; it is difficult to formulate programs that will be within the training, and ability of all present; and it is difficult to measure professional growth.

Wise program planning can eliminate many of these limitations. If the meeting gives something definite, and supplies the teacher's needs, has plenty of cooperation and creates a desire for more meetings, one may safely say that the program has been fairly successful and that the goals to some degree have been attained.

If the supervisor and all the faculty will remember that the teachers' meeting reflects the entire tone of the school, shows their attitude for the professional development and cooperation, and indicates the standing of the school itself, more effective meetings will be the result.



## Youth Looks Ahead

EACH SPRING MORE THAN a million students graduate from our high schools in the United States. A great number of these graduates will enter college, while the majority will not continue their formal education, but will seek employment. Both groups of students are faced with the same problem, "*What Shall I Do?*" Some of the questions which each group of students are worrying about while trying to make their decision regarding their future are as follows:

1. What is a typical day's work in the vocation I may enter?
2. What qualifications must I possess to be a success in my chosen field of work?
3. What is the starting salary?
4. What are the opportunities for advancement?
5. What will be the advantages and disadvantages of any field of my work I may decide to enter?
6. What educational preparation is necessary for my chosen field of work?

Feeling the great need of imparting this information to the high school seniors of Central Missouri, the Fulton Kiwanis Club and William Woods College jointly sponsored a Vocational Guidance Conference on December 3, 1940 at William Woods College. Invitations to the conference were sent to all of the high schools within a radius of seventy-five miles of Fulton. Twenty-six high schools accepted the invitations and sent to the conference more than seven hundred senior students. This number in addition to the three hundred William Woods College students who attended the vocational sessions and the many visiting educators and Kiwanians who were present to participate in the day's activities gave the conference more than eleven hundred active participants.

The program for the day started at eleven o'clock with a general assembly which was held in Dulany Auditorium with an overflow of more than four hundred students in McBride gymnasium. This program opened with a word of welcome by Kiwanian H. G. Harmon, President of William Woods College, an address by the Hon. Lloyd W. King, State Superin-

By EDWIN F. PETERS  
Supervisor of Guidance  
William Woods College, Fulton

tendent of Schools who spoke on the subject *Youth's Vocational Problems* followed by an address by Dr. F. C. Seamster, State Supervisor of Occupational Information and Guidance who considered with the students the subject "How to Choose A Vocation." Immediately following the two addresses, Kiwanian Harmon conducted a roundtable discussion with the visiting counselors on *National Defense and Its Effect Upon My Profession*. This program was broadcast by radio station KXOK of St. Louis, Missouri. After lunch, the visiting vocational counselors conducted two one hour conferences which allowed each participant to receive first hand information in two vocations. Following the two conference periods, many individual conferences were held between the students and the counselors. Each counselor at the conference was asked to keep in mind the following points in his talk to the students:

1. In all fairness to yourself and the students, avoid any undue optimism or pessimism concerning your occupation.
2. Give a brief historical development of your vocation.
3. How would you describe your vocation to a person who knew absolutely nothing about it?
4. What are the principal divisions into which your work may be classified?
5. What different kinds of work are done by various people in the profession?
6. Outline briefly a day's activity.
7. What is the nature of the beginner's work?
8. The importance of the profession?
9. Is the occupation likely to increase or decrease in importance?
10. What are the opportunities for advancement in the profession?
11. List the requirements for success in

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## Ask Them to Help

MR. ADMINISTRATOR have you asked your churches to help you educate their children?

When you get the support of your churches you have the cooperation of practically all the patrons in your school community. You need their support and help and they need yours. If you are not doing anything about this matter you are overlooking an excellent opportunity to give real service to the stabilizing organizations in your community.

Suppose next month you had a meeting of all your teachers, the Sunday School Superintendents and teachers, the leaders of the Young Peoples Groups in the Churches, and the ministers. Suppose you explained to them the similarity of purpose of the school and church program in the effort to develop a better citizenship and leadership.

Suppose you explained how a co-operative program could be worked out; how the school was prepared to recognize good citizenship and leadership outside the school on the same basis that they are in the school. Suppose your school program was so arranged that the same recognition was given for the attendance of Sunday School and Church, Young Peoples Meetings, and Scout and Campfire meetings that is given for the attendance of school functions.

Suppose you explained how the school was prepared to give recognition to a student for being President of a Young Peoples Group in the Church, Boy or Girl Scout Leader or Sunday School Teacher or Officer as was given for the Student Body President in school, the class presidents, and presidents of school clubs and societies, and that you were giving the same recognition for all these leadership positions that was given in scholarship for the highest ranking students in school.

Suppose you suggested that the school would give the same recognition for the school people appearing on church programs that it did for participation in ath-

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By J. N. QUARLES  
Superintendent  
Ash Grove

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letic events, school contests, festivals, assemblies and home room programs.

Suppose you explained how the churches would be given full recognition on the annual award night for their help in the development of this program. Suppose your public would like it?

Do you think a program of this kind would have a tendency to increase Sunday School and Church attendance? Would it cause churches to give more responsibility to the high school students? Would it cause churches to become conscious of a lack of program for their young people? Would it create a better understanding and working agreement between the school and the churches? Would it have a tendency to raise the moral tone of your student body? Would it decrease juvenile delinquency?

Do you think Mr. Administrator that a program of this kind will work without your getting it started and keeping it going once it is started? Do you think it would pay dividends in additional service to your young people, your older patrons and yourself?

Do you see how it is an excellent vehicle for a positive continuous public relations program?

After five or six years trial do you see how it would become a definite part of your Extra-Curricular program?

Do you see how a program of this kind is fair and equal to all the churches and will prevent any one church from attempting to dictate school policies?

After six years experimenting with a program of this type, the answers are:

It can. It is. It does. It will. It pays. **TRY IT!**

# A Case Study in Classroom Lighting

THE DEPRESSION with its generous building aids and subsidies may become a faded memory before some of the present outmoded school buildings are retired from active duty. It would be interesting to dwell upon some of the reasons for the continued use of these antiquated buildings but it would be more profitable to consider the liabilities they threaten to impose upon another generation. For those who must carry on "as you were," attention is directed to one of the many problems relative to the use of such buildings, namely, classroom lighting.

Authorities are agreed that natural lighting is never adequate for all seasons and weather conditions. Like most artificial systems it requires human control to be most effective. Seeing is the result of vision and lighting, and as such it conditions the temperament, health and educational progress of every child for the duration of his school career, and often unfortunately for the years to follow. Proper distribution

By E. F. ALLISON  
Superintendent of Schools  
Hamilton

of light continues to be one of the teacher's important duties. The poorer the facilities the more necessary and difficult the task becomes. Thus for optimum lighting, every teacher in every school should be taught the need as well as technique of using wisely all the light her room affords. Eyesight is priceless and the good teacher will value it second to nothing but the preservation of life itself.

In the older buildings particularly, case studies in lighting should be made of every room. These should begin with the sunny days of September and follow through the short dark days of December to spring. Teachers who have been mildly interested in the statistics of lighting will be astonished to learn that Mary who sits across the

THE ROOM  
Chart 1

1-4	South	2-6	5-8	12-16	5-9	12-19	5-16	10-18
		2-3	4-7	9-12	5-8	10-15	5-16	12-22
			3-7	8-9	5-8	8-11	5-16	6-25
			3-6	6-8	5-7	6-10	4-16	8-20
				<u>A</u>			<u>B</u>	
		3-5	4-7	4-7	5-9	5-10	8-25	
		3-4	4-6	4-7	5-9	5-14	8-20	
<u>: 4-8 :</u>								
Teacher's desk								
2-3			3-6			East	4-8	

The pairs of numbers are located at pupil stations. The first number in each pair represents the foot candle reading with the window shades half drawn. The second number in each pair is the foot candle reading with the window shades adjusted for best lighting effects.

aisle from John may be getting only half as many foot candles of light at her desk as John, and John has none to spare. Interest grows and soon every teacher is asking herself and others what to do.

"Does it matter where I put the boy with the thick lenses?" "June is far-sighted. Where should she be?" "Should the reading table or the children's desks have the favored position?" "Where should I stand when I call for attention?" Perhaps by the bookcase instead of that comfortable radiator beneath the window."

The teacher is fast becoming light-conscious. At last the children are about to receive all that a poorly designed building has to offer in foot candles.

The following is a portion of a case study which interested our teachers and supplied the information which enabled them to improve the lighting in every room.

## THE STUDY

### I. The Room

1. A fourth grade room
2. Seating parallels short axis facing east, light from rear and left, west and north.
3. Room size 23' x 30', ceiling 11½'.
4. Window-floor ratio, 1 to 7.
5. Windows spaced around room, 26" from floor, and 24" from ceiling.
6. Tan, single duck shades hang from top.
7. Pupil stations, -36, 12 not in use.
8. Walls—ceiling, sunshine yellow, floors dark.
9. Artificial lighting, none of consequence.

### II. The Problem

1. To determine the amount of light available.
2. To improve the distribution of light.
3. To define the best lighted parts of the room.
4. To improve the seating and activity arrangements.
5. To demonstrate better shade adjustments.
6. To cultivate light-consciousness for teachers.

### III. The Procedure

1. Chart pupil-stations (see chart 1).
2. Use sight-meter to obtain readings in foot candles at stations and blackboard.
3. Note time of day—10 A. M.
4. Record readings at each pupil-station.
  - a. First number in each pair is foot

candle reading with shades half drawn.

- b. Second number in each pair is foot candle reading with shades adjusted for best lighting effects.

The amount of light at each pupil-station in this northwest room with the shades drawn to the meeting rail is shown in TABLE I, the data being assembled from the first reading as indicated on Chart 1. The excessive number of low readings is evidence of need for further study.

TABLE I

Foot candle readings at teacher's and pupil-stations

Foot candles	Pupil-stations
15 to 19	0
10 to 14	5
5 to 9	21
0 to 4	11
Total pupil-stations	37

With this commonly used arrangement of shades eleven pupil-stations, thirty per cent of the group, were receiving less than 5 foot candles of light. Twenty-one pupil-stations, fifty-six per cent of the group, were receiving from 5 to 10 foot candles. Only 5 stations, fourteen per cent, received 10 or more foot-candles. Three pupil-stations received the maximum amount, 12 foot candles. Four stations received the minimum, 3 foot-candles, these being in the right front, (southeast corner) of the room.

It is interesting to note that the reading on the teacher's desk is 4 foot candles. Readings on the front blackboard are four, three and two foot candles while those on the board to the children's left are two, two and one. Thus at 10:00 A. M. on a bright day with the shades drawn to the meeting rail and the room unoccupied, no station was receiving more than 12 foot candles and twenty-two stations received 5 or less.

The data in TABLE II is taken from Chart 1 also—the second number in each pair at each pupil-station. These readings were taken immediately following the first with the shades readjusted to give optimum lighting. So marked are the contrasts that the most complacent teacher could not fail to be impressed.



**TABLE II**  
Foot candle readings at teacher's and pupil-stations

Foot candles	Pupil-stations
25 to 29	2
20 to 24	3
15 to 19	8
10 to 14	5
5 to 9	18
0 to 4	1
Total pupil-stations	37

Whereas twenty-two pupil-stations received 5 or fewer foot candles by the first arrangement, only two received 5 or fewer by the second. The minimum was 4 foot candles in the southeast corner of the room. Fourteen stations received more than 12 foot candles by the second arrangement compared to none by the first. The maximum amount by the second test was 25 foot candles at top stations. The amount of light at the teacher's desk was increased from 4 to 8 foot candles. The light on the front blackboard at the most used place increased one hundred per cent, and the most used part of the right-hand board showed an increase of four hundred per cent.

In order to develop further the contrasts of these two arrangements, the contents of TABLE I and TABLE II have been brought together in TABLE III which appears below.

The foregoing brief study gave ample proof that the lighting of this northwest room should not be subject to chance or

**TABLE III**  
Foot candle readings at thirty-seven stations by first arrangement and foot candles at same stations produced by second (improved) arrangement.

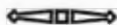
Pupil Stations	Foot candles	Pupil Stations
0	25 to 29	2
0	20 to 24	3
0	15 to 19	8
5	10 to 14	5
21	5 to 9	18
11	0 to 4	1
37	Total pupil-stations	37

time honored custom. As a result of the completed study covering afternoon as well as forenoon and other conditions, children were transferred from the darker portion of the room to the better unoccupied pupil-stations. The right front of the room was vacated entirely for seating and used only for special activities when conditions were most favorable. The objectives set forth were achieved without undue effort. The teacher response was gratifying.

#### Conclusions

Classroom lighting studies are essential to improvement of school work and the physical comfort of children and teachers. Each room has its own peculiar problems. A sufficient number of tests should be made to obtain all data needed to provide optimum natural lighting for all seasons and weather conditions.

*If there be light, let us use it!*



## YOUTH LOOKS AHEAD

(Continued from Page 66)

- the profession.
12. Income
  - a. What is the average yearly income?
  - b. What is the common method of payment?
  - c. What are the average wages?
  - d. What is the average beginning wage?
13. What are the advantages and disadvantages of the profession?
14. What opportunities are open in the profession in the student's home community?

The fields of work discussed at the conference were as follows: agriculture, architecture, army, navy and marines, art, designing and modeling, automobile service, aviation, business opportunities for women, church and its related professional fields, cosmetology, dentistry, engineering, forestry, insurance, journalism, laboratory technician, law, medicine, merchandising, music as a profession, optometry, physical education for boys, physical education for girls, secretarial and civil service, metal trades and woodwork, nursing, osteopathy, radio and television, and teaching.



# Music, Color and Fun in Grade School Assembly Programs

By WINNIFRED I. MARTIN  
McElroy-Dagg School  
North Kansas City

ASSEMBLY PROGRAMS for and by grade school pupils can be fun for both children and teachers. It is fun because it can be made such a real, active and useful application of the two most enjoyable aesthetic pleasures—music and art. Drama, the dance and others, though important, are simply threads in the colorful tapestry of song and color. We appeal first to the eye and ear, and then to the intellect in successful showmanship . . . (ask Mr. Ziegfeld). Who doesn't love to either hear or create beautiful, lively or rollicking music? Is anyone too cold to enjoy the elemental, vivid color, and tinsel that are such an important part of stagecraft?

Let us start with the finished product, the completed show, and later return to the planning and practicing stages. The children enter the auditorium to be entertained, and incidentally enlightened, but never forget that what they are looking for is not primarily to learn, but to enjoy. What do children enjoy? If a program is for all the grades, it must cover subject matter which is familiar and easily understood by the youngest, yet with sufficient content to hold the interest of the oldest child present. It must be simple, then, and dealing with life experiences. Choose a theme known to all, perhaps treating current holidays, their studies, or the purely imaginative (but concocted from the stuff of children's dreams, not that of the teachers').

The announcement or recital type of program is not for young children. A connecting thread throughout will maintain higher attention. Announcements, awards and guest speakers should be given a very short time before or after the program proper, if they cannot be handled in the individual classrooms.

The "theme" chosen may be carried throughout the performance by connecting links provided by story or song. The longer time intervals should be allotted to music and action by large or small groups of children with a minimum of speaking to be done by a few individuals.

It is difficult for children to command attention from an audience of children over protracted periods even when their speeches are audible and dramatic. A few well chosen speakers are best. Variety and the constant introduction of new and different (but related) acts by groups is the best guarantee of success.

There are several methods used to provide the explanatory and coordinating thread. The oldest and least successful, in my opinion, was the simple announcement of "the next number on our program." Using a narrator who stands to one side during the performance and tells in a sentence or two now and then the idea of the story being presented is a good plan. A "play within a play," wherein a few characters speak to each other conversationally about the scenes they are watching, lends a still more natural touch to the facts that must be told with the pageant, music and dances. An actual play in which the words and actions of the characters themselves are the only explanation is a step higher in dramatic production and requires special acting ability and training not always possible. There are always a few children whose voices carry well, who have good memories, natural stage presence and who can be depended upon to carry off the parts allotted to them gracefully. For this reason I find the narrator or dialogue (play within a play) type of presentation the most successful. In giving speaking parts to only one or a few, I do not feel that we are slighting the others of the group. All may take part in pantomimes, choral readings, songs, pageantry, dances, and other group or solo acts in which they will use their talents according to their special skills. Nowadays educators are leaning more and more to the theory that an average child should be prepared to take an average place in

his school world as he will in adult life. "Good followers" are being trained to do their small bits well, while the more intelligent and aggressive child learns to take the lead competently and without vanity. This does not mean that potential but undeveloped leaders remain so, but that each is developed to do his big or little best, whatever that "best" may be, and in doing so, acquire a psychologically normal and satisfying pleasure from it.

We have stated our theories for success, chosen a theme, and have planned a narrative to present that theme. Now what units shall we use to carry it out? There are many, but a few that must be mentioned are group songs, solos, duets, pantomime, dances, pageantry, choral speaking, and shorter speaking parts. Every teacher can add to these according to her background of training and the material she has to work with. It is generally agreed that all the ideas should grow from classroom work if possible. It insures the appropriateness of the subject matter used and simplifies preparation. Stories from history, general reading and experience will give solid foundations to build upon.

Songs from the children's own music books (if they are good ones), familiar classics, and "popular" music will provide songs and background music adaptable to the idea. Often the songs have been previously learned in music class and need only to be practiced and memorized. Every song should be appropriate, and one which carries over to an audience unfamiliar with it. Old favorites among "popular" songs will make a hit with any audience. The songs should be simply worded, self-explanatory, and sung with good diction, interpretation and vitality. By vitality I mean a certain freshness lent by confidence and enthusiasm. To do this *every* child singing must know *every* word of the songs beyond the possibility of forgetting under stress of excitement. These qualities make every song, whether slow or lovely or quick and lively, "good listening" to an audience. The "lively" tunes will probably predominate in a good program, but a variety of tempos and moods gives interest. Need it be said that the grand finale should be a full voiced chorus including all the cast and closing the program with verve inspiring enthusiastic ap-

plause. Every speech, dance, and song should lead up with quickened tempo to the last act and final song and stop there with a quick curtain. Experience shows that an audience likes to know the program is over—without any wondering "is that all?" Sometimes a cheery, "That's all folks," from the narrator or a comic character will help.

Dances, either solo or group, or both are excellent means of expression, and introduce variety, color, and costume. Accompanied by piano, orchestra, or song, they are a vital part of most children's programs. Readings, dialogues and choral speaking is waning, perhaps because it requires specialized training on the part of the teacher, and must be given such perfect execution to be successful. Amateur "elocution" is sure to lessen the listener's interest and make small children "fidgety."

Pantomime, or acting out an incident, story or song is one of childhood's most natural spheres in drama. Their everyday lives are pretend. They imitate grown-ups and live stories they read or imagine. Many children lack the ability or confidence to speak from the stage but all can enter into simple pantomime or tableaux. Music sets the rhythm, and eliminates embarrassing amusement when some unexpected noise occurs. There is something about such an accompaniment also, that holds interest and prevents whispering in the audience.

Comedy should be mentioned, too. It spices up the play, relieves tension and gives the performers and audience a feeling of naturalness and wholehearted enjoyment. A portion of the performance seriously built up and dramatically climaxed may be gradually eased by a song, then relieved by a funny skit or comic clowning. Everyone can breathe a sigh, have a good laugh, and feel better. This lighter part, too, may be sung, dramatized to music, or adapted to any other of the forms of expression mentioned.

Music in its many forms tells the story, motivates the dance, and sets a background for acting. We listen, but we also *see*. And what we see is more real to us if it is in color, just as a painted sunset is more real in appearance than a black and white print. Color makes the show alive and glowing. This does not necessarily

mean elaborate or expensive costumes and scenery. A suggestion is enough — the imagination does the rest.

Let it be color, not furniture that sets the stage. Changes of scenery are difficult so eliminate all the fuss you can. Arrange your background to suit the theme of the whole play, rather than any individual scene. In well equipped auditoriums neutral or soft-toned drape backdrops offer a simple solution. An outdoor scene may be suggested by a cardboard bush or tree, and an interior by a very few pieces of furniture, or you may use no stage properties at all, leaving to the costumes and action the whole task of inspiring an imaginary picture. Especially when one or two teachers alone manage a complete program, the simplest way is best. In uncurtained stages, or in large rooms used as makeshift auditoriums, more detail is needed. Here too, however, it is advisable to suggest only the idea of the whole entertainment, not the details of any one scene. This may be done most easily by a large chalk or tempera frieze, two or three times the width of Kraft paper in height and as long as the stage space requires for good proportions. Chalk, though temporary, lends itself well to shading and high color values. It is also more quickly and easily handled by children, and is less expensive. Most programs are never repeated the following year, and if they were, the work of the pupils in making their own scenery is so valuable and enjoyable that it is worth doing over again.

The idea of the frieze may be abstract, simply a design, or modernistic motif; it may be a conventionalized picture; or it may be a naturalistic panorama. It is a decorative mural, in other words, not a stage backdrop. A Mexican mural might show all the stages of the history of Mexican people from the Aztecs to a modern peon boy and girl—all against a single typical Mexican landscape; a bookweek theme might be expressed by a long strip painted with colorful books (about five feet high) between boy and girl bookends, with typical storyland characters stepping along the top or in front of them; a Thanksgiving play, though modern, might make use of a mural similar to the famous painting, "Pilgrims Going To Church"; a patriotic pageant would be well backed by a huge flag from floor to ceiling. In

every case, though scenes of the various acts occur in new places, the background by expressing the whole program, remains appropriate to each part of it.

Costumes are more flexible, and ingenuity can contrive either accurate representations of characters, or clever suggestions of them. Color is the important item in this aspect also. An Indian is an Indian whether he has a complete outfit or simply war paint and a headband with feathers. Fairies may have lovely starched ballet dresses, cheesecloth dresses, or simply pastel "Sunday" frocks. Usually the group numbers will wear only suggestions of costumes, while the main characters and a few colorful acts should have complete and more elaborate regalia. These will be the high spots of color on the stage. Let them appear at spaced intervals throughout the show, taking a prominent place on the stage, and the entire program will be full of sparkle. A queen in flowing robes with a golden crown, fairies in fluffy dresses with tinsel or flower wreaths, an elf or animal costume, costumes of foreign lands and early days of America, and uniform drills (perhaps by Boy Scouts), will add to the glamour though the majority of the group is less elaborately outfitted. The bright colors, glittering tinsel, comic appeal, or simply the uniqueness of a few good costumes will create the effect of a lavish production.

In short, a successful grade school program should be well chosen (as to theme and appropriateness), well planned (as to color, music, and connecting dialogue), and perfectly executed (with smoothness, enthusiasm and showmanship).

#### Some Pointers for Grade School Program Directors

1. Begin early, in the classroom to work up an assembly program. Reading, social studies, art, and singing will contribute interest, information and skills. Make it a unit of study, as for instance, the study of Mexico, climaxing in a Mexican Fiesta.

2. Make a tentative outline, and with the cooperation of teachers and children, plan the whole program in the classroom. The teacher may contribute ideas gleaned from professional magazines.

3. Fill in the outline with related acts, choosing children adapted to the parts.

4. The teacher, or children may then

write the dialogue, which should be very short, and clear. It may be prose, rhyme, or song.

5. Choose children by try-out method for important spoken parts.

6. Begin actual practice at least a month before program date.

7. Plan program to be self explanatory so that no out-front introductions are necessary. Printed programs will help. Make no apologies afterwards for unexpected accidents or mistakes.

8. Drill curtain pullers for smoothness and timing.

9. Practice lighting effects several times, using same person as engineer at all times.

10. Drill individuals who speak or do other solo acts separately as well as with entire cast.

11. Enforce strict discipline backstage during practice, to insure absolute quiet during final performance.

12. Keep as many children on the stage, in the background, as possible, as it simplifies conditions backstage, and they are already out for choral numbers as they come up in the program.

13. Have little or no scenery and property changes on stage between acts.

14. Have no costume changes during entire show.

15. Make each child responsible for his own costume, properties, and appearance cues with no prompting of "it's your turn next," for the director may have urgent need elsewhere.

16. If possible have another person, not directing the program to play accompaniments, with sufficient practices together, of course.

17. Dress rehearsal should come the day before the program day, with no other practices before the final performance. ("Rest" insures more perfect performance than drill at that late date).

18. Make no last minute changes or corrections. Simply practice for smoothness and ease during last few days.

19. Teach children to smile for their "public," stand quietly during songs, and keep facing the audience, etc.

20. Children (and directors) should learn to stand back from stage entrances. If they are allowed to see the play from the front once during practices their curiosity will be alleviated.

21. Appoint a doorman to open stage doors and close them.

22. Give a pianist a program mounted on stiff cardboard, easily read. Appoint someone to turn pages, and carry any emergency messages backstage.

23. Time the dress rehearsal.

24. Ask some teacher to count the number of patrons and guests.

25. Begin program promptly at time announced.

26. Give children in program, and in the audience opportunities to get a drink and go to restrooms before the program.

27. Have final exit of performers from auditorium after the program planned so that it will not interfere with exit of audience.

28. Let there be no "after the program" hubbub.

29. Commend children liberally upon performance after they return to homeroom, then resume work of a type amenable to their excited state. Usually a discussion period helps. Then they might write an item for the news, their class diary, or a short composition on their program.

30. Borrowed costumes should be returned in good condition immediately.

31. Clear the stage of all properties as soon as possible.

32. Write a notice for the newspaper and take pictures for the homeroom scrapbook.

33. Save a neatly typed script and list of songs, of all school programs and file in principal's office.

34. Plan the year's programs the first month of each school year, giving teachers a choice of seasons, or in small schools, plan how many programs to give, and when they should occur.

35. Advertise the program by newspaper, poster, and invitation.

36. Present programs without admission fee if possible.

37. Don't forget to have an emergency kit of safety pins, etc. backstage.

38. Make-up of rouge and lipstick is essential.

39. Short musical interludes may be played between acts.

40. The whole project should be a serious unit of school work, but thoroughly enjoyable. It is up to the teacher to keep it "fun."



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# Social Studies and Our National Defense Program

OUR PROGRAM OF NATIONAL DEFENSE will be just as strong as is the fortitude, the solidarity of the American people. Stupendous as are the industrial and military phases of the defense program, we may expect them to come through on schedule. Thousands of aircraft with tens of thousands of men to fly and service them; a two-ocean navy adequately manned and equipped; military and naval outposts properly coordinated; agricultural and industrial production completely mobilized—these preparations are under way and they will reach their proper complement in due time.

Important as we must consider these immediate tangible requisites for the national defense, there is another element that is at once less tangible and more important. Without doubt the security of the United States of America during the next decade depends upon the development of a strong unified purpose common to all the people. This purpose cannot be a blind one, based upon emotional hysteria such as Hitler and his Goebbels have incited among German youth. In our democracy this unified purpose must rest upon an intelligent grasp of significant related facts as well as upon deep emotion. The democratic citizen, if his purpose is strong enough to withstand the onslaughts of propaganda as well as physical warfare, must know the facts about the slow growth of human liberties, and he must be aware of the price which has been paid for these liberties by others who have struggled through the centuries. He must also be able to adjudge present day movements as they may affect our liberties.

The social studies in our schools can play an important part in providing American youth with the means of gaining understandings of the background of democratic human rights and an awareness of the critical dangers they face at the present. The social studies teacher is, therefore, in the first line of defense of democracy. It is his opportunity to develop in the youth an intelligence and a moral conviction which will blossom into the necessary fortitude

By DOAK S. CAMPBELL  
Dean of the Graduate School  
George Peabody College for Teachers

when the time of trial comes.

Almost every aspect of national defense, material and spiritual, requires the teaching of social studies materials in their immediate vital relationships. For example, the social and economic adjustments necessary to accomplish the industrial and military aspects of defense become personal to a majority of our school children. The reallocation of labor requires many changes and adjustments of family plans. Children are concerned with any change that affects their father's job. Moving from one community to another raises many questions. Regulations that must necessarily accompany mobilization may cause inconveniences, the reasons for which may be not entirely clear to those affected. Registration of more than sixteen millions of our men brings defense close to the homes of most American families. Such experiences provide occasion for the use of social and economic concepts that are basic to our national life, the understanding of which by the majority of our people will do much to establish and maintain a national unity.

Every day millions of American school children are made aware of world conditions through the press, the radio, and the newsreel. What American child is there who secures information regarding English refugee children without forming some emotional attitude toward the conditions that required children to flee their country? What more urgent need or better opportunity is afforded the school, particularly the teacher of social studies, to provide a much wider understanding of people of other lands? Every aspect of world geography assumes a role of primary importance.

Inquiry into historical facts which have always attended tyranny runs the whole

(Continued on Page 85)

## Program for Atlantic City

**T**HIS YEAR the American Association of School Administrators will meet in Atlantic City, New Jersey on February 22 to 27.

President Carroll R. Reed, Superintendent of Schools, Minneapolis, Minnesota has arranged a program to carry out the theme, "To Provide for the Common Defense: To Promote the General Welfare: To Secure the Blessings of Liberty."

Registration will begin Saturday, February 22. The exhibits will also open on this day. During the afternoon there will be a joint conference on Teacher Education. In the evening, "The People's Platform," a CBS broadcast will be made under the direction of Lyman Bryson. The National Society for the Study of Education will present their yearbook "Art in American Life and Education."

Ralph W. Sockman, pastor, Christ Church, New York will speak on the subject "The Citizens of Tomorrow" at the vesper service on Sunday.

"To Provide for the Common Defense" is the theme for Monday. Speaking on some phase of this subject will be such notables as: James B. Conant, President, Harvard University, Honorable Harold E. Stassen, Governor of Minnesota, John W. Studebaker, U. S. Commissioner of Education, Isaiah Bowman, President John Hopkins University, and Honorable Martin Dies, U. S. Congressman from Texas.

Preceding the business meeting on Tuesday morning addresses will be heard from John K. Norton, Professor of Education, Teachers College, Columbia University, Philip Murray, president, CIO, and Willis A. Sutton, superintendent of schools, Atlanta, Georgia.

A former Missourian, Frank P. Graves, commissioner of education, State of New York, will receive the American Education Award. The award is to be presented at the program sponsored by the Associated Exhibitors on Tuesday Evening, February 25.

Attention will be centered on "Education for Family Life," the title of the Yearbook of the AASA at Wednesday morning's program. The book will be interpreted through music, verse, a broadcast and an address by Aurelia Reinhardt,

president Mills College, Oakland California.

"War and Us" will be the subject of an address by Major George Fielding Eliot on Wednesday evening.

On Thursday morning, February 27, members attending the convention will have an opportunity to hear Ben G. Graham, superintendent of schools, Pittsburgh, Pa., Everett R. Clinchy, president, National Conference of Christians and Jews, and Gerhart Seger, political refugee and former member of German Reichstag, who escaped from a concentration camp in December, 1933.

The final program, which will deal with International Relations, is to be announced later.

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# Redirecting Americans

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I  
AN ACCOUNTANT OF six years' experience arrived at the Human Engineering Laboratory in Hoboken, sent by his employers with the advance warning that they planned to discharge him and wished advice about where he should turn next. On meeting the administrator he remarked belligerently: 'Do not talk accounting to me. I know I'm no good.' Yet in laboratory tests he scored notably high in *accounting aptitude*, with a natural speed and accuracy in the manipulation of figures—an invaluable gift in twentieth-century urban life and a prime requisite of accountants, bankers, statisticians, and, among girls, of stenographers, typists, and clerks in general. Later in the same test session, he scored equally high in *structural visualization*, an inherent sense for three-dimensional forms, an instinctive ability to construct in the mind's eye from a flat blueprint a clear picture of a solid object.

This man's work was auditing, which requires the first of these characteristics, but not the second. At the Laboratory's suggestion his supervisor shifted him to a type of cost accounting where he still needed his accounting aptitude, together with his accounting knowledge and training, but where in addition he used structural visualization in picturing from a working drawing not only a new article to be manufactured but the machine tools to produce it. In time he became head of the cost-accounting department and ultimately of the organization which planned previously to discharge him.

Architects need structural visualization to foresee vividly the finished building. Physicists employ it in picturing the interactions of electrons within an atom. Cytologists use it in constructing, from a series of microscopic cross-sections, a concept of the three-dimensional cell. Crystallographers call upon it in studying the intersections of crystal planes. Aviators probably use it in bringing a plane to the ground, certainly in blind flying.

The world views structural visualization

By JOHNSON O'CONNOR  
Director, Human Engineering  
Laboratory  
Stevens Institute of Technology

as invaluable when applied by the eminent engineer in spanning a river with a steel bridge or in digging beneath for a vehicular tunnel, but fails to recognize the same gift when it causes the schoolboy to fail in such abstract subjects as Latin, French, even English and history or hampers the ineffective accountant, lawyer, teacher, writer, or salesman in grasping abstract ideas. Salesmen who are effective score collectively low in this structural trait; a salesman who scores high often becomes a grumbling failure, even though endowed with every other measurable sales requirement.

Too frequently today organizations, in expressing their appreciation of a skilled toolmaker or diemaker, with a necessarily high degree of structural visualization, advance him to supervision, robbing him of all chance to exercise his structural aptitude, and so lose an excellent mechanic to gain a mediocre foreman. Not many years ago, in a cluttered wooden shack, a born mechanic started to build with his own hands a now nationally known product. He is now president of an organization which occupies two buildings, each covering a city block. Because of his position, he devotes much of his day to talking with subordinates, with colleagues, and with customers, but he spends his evenings in a beautifully equipped shop in his own home, building the preliminary model of some device which the public will later buy in finished form, or sometimes just building for fun. Neither title, success, nor money has displaced his need for using his structural visualization.

At the Human Engineering Laboratory in Boston, a factory workman scored high in every aptitude for his own job, and then equally high in *creative imagination*.

We asked: 'How do you use it?'

He answered, in a matter-of-fact tone: 'Organizing strikes.'

The term *creative imagination* denotes



a measurable aptitude which grows through childhood to the age of fourteen or fifteen and thereafter remains unaltered. Just as the world perceives a chemical, once purified and turned to some constructive use, so it recognizes creative imagination in the poet, the artist, or the musical composer, but frequently fails to recognize the same characteristic in the factory worker. The trait is no more apparent to the unaided eye than sulphur and phosphorus in steel, but nevertheless is as real an entity, as valuable as these two chemical elements but just as harmful when misplaced. Creative imagination displays itself in many brilliant teachers, but not generally in trusted accountants; occurs frequently in the field of advertising, but not often among successful business executives. It seems to be a bubbling over with untried ideas, an effervescent gift which, unless rigidly harnessed, drags one unresistingly toward every novel notion.

The strike promoter, who clearly recognized his activities as an outlet for an unused aptitude, brought to the Laboratory, one at a time, a small group of companions, all rebellious organizers. Each ranked high in the aptitudes for his own job, but in others besides. While an unsympathetic public often views the resistant troublemaker as a bungling craftsman reaching for any excuse not to work, the cause is occasionally too much ability, rather than its lack. For idle aptitudes lie at the root of many industrial strikes.

## II

Sponsored by two engineering schools, Illinois Institute of Technology in Chicago (where a third laboratory now occupies Glessner House) and Stevens Institute of Technology in Hoboken, the Human Engineering Laboratory measures, after twenty years of intensive and continuous research, thirteen aptitudes. The identifying names of these invisible elements of human capacity imply as yet little more than did originally the picturesque designations of the newly found chemical elements. One forgets that the descriptive phrase 'inflammable air' once designated the entity now called 'hydrogen.' Yet, basing their efforts upon a technical apprehension of some ninety such substances, engineers and manufacturers fabricate a multitude of nearly perfect products. The steel wires

supporting a suspension bridge require for their enduring strength and safety not mere size, but a nicely controlled amount of the chemical element carbon, combined with an almost complete elimination of sulphur and phosphorus—meticulous specifications which result from a methodical and often uninspiring study of every factor. Similarly the thin thread of human happiness may depend upon some elusive ingredient, or upon the absence of another imperceptible to the eye. From the intangible elements of man's individuality which the Human Engineering Laboratory is isolating, civilization may ultimately build happiness much as the modern engineer builds any lasting structure.

Nor is this so impractical a dream as it seemed when the first article on the Laboratory appeared a decade ago in the *Atlantic* for June 1931. That year 850 persons came individually to be tested by a staff of three. During the next five years the number who came annually increased steadily to 1500, tested by a staff of twelve. Last year a staff of 52 tested nearly 7000 persons. At first a two-hour appointment sufficed. Then, as the number of recognized aptitudes increased, this lengthened to three. Now two appointments of three hours each, within a week of one another, are needed for the evaluation of the measurable traits.

How many elusive aptitudes remain as yet unfound no one knows—a total equivalent, perhaps, to the number of chemical elements. On this premise, and at an average cost paralleling that of the thirteen aptitudes now known, — approximately \$26,000 apiece,—the discovery and isolation of the remaining eighty, if they exist, demand a research expenditure in the neighborhood of two million dollars. Because of the startling vastness of such a sum, this obvious step toward a permanent understanding of human actions will no doubt drag out over the next several generations, as did the grasping of the chemical elements, for, although scientists ultimately finished the task, virtually one hundred and fifty years elapsed between the identification of hydrogen in England in 1768 and the near completion of the periodic table.

One sees clearly in retrospect that from each fresh chemical element sprang a profitable industry, which might have financed the unearthing of new materials decades

earlier. The problem was formulated, the task seen, the techniques understood; but the unbridged gap between investment and return defied the foresight of those who lived between 1768 and perhaps 1900.

Lack of money and lack of labor now block progress in the understanding of human actions, for the recognition of more aptitudes, the purification and increased understanding of those now known, await hundreds of thousands of clerical entries. The automobile manufacturer, the superintendent of every wire mill, or the executive head of any modern steel plant accepts as axiomatic the harmful effects of a bit too much sulphur and phosphorus in steel, though he sees neither. Yet he ignores the devastation wrought by some unused aptitude on his payroll. A fraction of the financial cost of labor disputes, were it invested in putting aptitudes to constructive use, would pay a substantial return in reduced friction, in greater security, in a more certain continuation of our democracy, for at present unused aptitudes occur prevalently enough to undermine universal happiness and any sense of satisfaction with modern civilization.

### III

The United States in its role of employer both for the army and for civilian duties might each year place a million citizens nearer the goal of their ambitions. But governments too frequently view their soldiers as ungifted automatons. In talking with men about themselves, as does this Laboratory, the great criticism of enforced military training is the waste of time involved. 'I do not want to lose a year' recurs hourly, for most men consider that war service sends them in a direction at total variance with the main current of their lives. Yet these same persons plan to devote their energies to building a better world; some expect specifically to undertake public health, medicine, low-cost housing; others, economics, airplane design, or engineering construction, activities vital to a modern army. For war is today only in part physical. Victory demands airplane pilots, ground mechanics, map makers, photographers, and is dependent for success not upon physique but on some rare combination of aptitudes. More important still, the outcome hangs on new discoveries: protection against bombers,

knowledge of how to influence public opinion, and particularly a comprehension of man himself.

Industries clearly gain by putting men and women more fully to work, and should establish controlled inventories of unemployed aptitudes now stagnating on their payrolls. They already conserve physical resources, list exhaustively materials on hand, use substances once called waste products, but prodigally ignore human capabilities, reaching out for new employees as casually as not many years ago they bought quantities of raw materials which they but half consumed.

Conscientious executives frequently liken humanity to a pyramid, unendowed masses at the bottom, culminating in the rarely gifted individual at the summit. But actual statistical findings, which repel the general reader less today than in the past, show no such distribution. On the postulate of thirteen pure aptitudes, only one person among 8000, theoretically one person in 8192, lacks all thirteen—that is, scores below average, below the median, in all. Thirteen persons in the same 8000 possess one aptitude apiece, 78 persons have two each. But nearly 7500 persons in the same 8000 score above average, above the median, in between four and nine of these thirteen aptitudes.

At the bottom of the figure on the opposite page the thin sliver of a man represents little more than one hundredth of one per cent of the country scoring below average in thirteen aptitudes. At the top a similar insignificant percentage scores above average in all thirteen. Horizontally across the centre, the 21 symbols represent 21 per cent (nearly a quarter of humanity) possessing six and another 21 per cent possessing seven of these aptitudes. No one directly observes an aptitude, and not more than one person in several thousand puts his own aptitudes to full constructive use, but the Laboratory now measures them in much the same manner, though not with the same accuracy, as a chemist finds a chemical element, often in the most unexpected environment.

How, then, arose the prevalent belief that American minds score low in tests? Partly from the widespread application of paper-and-pencil group examinations. Inherent aptitudes, freed from the effects of classroom background, can be measured in

most cases only by performance tests presented individually, under rigidly controlled conditions, by an experienced test administrator. Few realize the skill needed to unearth dormant traits hidden by a history of school failures, of inarticulateness, of social maladjustment. The Laboratory devotes two full years to training each member of its own staff and believes accu-

It cannot as yet be performed on a whole-sale basis. Until testing techniques become more firmly established, both industrialists and educators should rely upon trained technicians for the administration of aptitude tests and should themselves concentrate on inventorying and putting to use now measurable but unused characteristics, for at the moment this aspect of the work



MOLLY BAKER

rate results impossible to gain in much less time. Yet educators and industrialists write almost daily hoping to purchase sets of tests. Apparatus alone plays only a minor role in the accurate measurement of these invisible aptitudes, and for this reason the Laboratory sells only its knowledge tests, not those which measure aptitudes.

Aptitude testing is still in its early stages.

stubbornly retards general progress.

#### IV

To appreciate the Laboratory's concern over inactive aptitudes, one must differentiate them sharply from knowledge, from acquired schooling, from English vocabulary. For men are often inarticulate, uneducated, but inherently endowed with capabilities which educators underestimate.

Schoolmasters imply that, as student bodies grow, standards necessarily drop, thus failing to distinguish incisively between knowledge and capacity. By lowering standards they mean lowering the goal toward which students work. Instead, educational standards in terms of ultimate accomplishments must be raised, for few persons tax to the full their innate endowment.

In a public high school, under the direction of a man who knows every member of the large student body so well that one instinctively calls him headmaster, the Laboratory measured the twenty most difficult cases, delinquents, troublemakers, outcasts scholastically. In acquired knowledge, cultural background, English vocabulary, they fell nearly off the scale at the bottom, and this lack so impressed the educational world as to obscure their array of inherent gifts, for in *aptitudes* this troublesome group averaged slightly higher than the school as a whole. They lack the words with which to impress others, but possess aptitudes which demand expression and which, if not used constructively, explode subversively.

Every college freshman class contains individuals who score no higher in the Laboratory's English vocabulary tests than does the normal eighth-grade pupil. Such students misunderstand the lectures, fail to grasp the texts, dislike the assigned reading, and many educators immediately declare them not college material. But controlled laboratory measurements suggest that they are rather without knowledge than incapable of its acquisition. In the *Johnson O'Connor English Vocabulary Builder*, the words *horseshoer*, *soak*, and *law*, words 1, 2, and 3, are correctly known to virtually every adult, and therefore necessarily within his capabilities. One familiar with these may add the words *abandon*, *intact*, and *boulevard*, numbers 56, 57, and 58, and then in turn *blunder*, *mature*, and *drudgery*, still more difficult. Trouble comes when one who barely apprehends these words attempts suddenly to learn *plethora*, *jejune*, *polity*, and *glabrous*. The clear grasp of each new fact rests upon another which just precedes it in difficulty, for all knowledge may apparently be organized in order of easy acquisition. To learn rapidly and effectively, each person, whether student or adult, must add those facts just

at the border of his present knowledge, not concepts far beyond. The challenge is not to lower the goal of low-vocabulary men and women, not to shunt them into restricted, blind-alley fields, but to crystallize their further ambitions, catch the dream of possible attainment, hold it even in sight, and meanwhile build slowly and soundly, word by word, the vocabulary, the knowledge, needed to scale the desired height.

Were those men and women who find vocabulary difficult the low-aptitude group, civilization might justly delegate them to low-vocabulary jobs. But as yet the Human Engineering Laboratory discovers no significant relation between the extent of one's knowledge, as indicated by vocabulary, and the thirteen measurable aptitudes. Unless educators destine the latter to lie idle, to cause restlessness, dissatisfaction, unhappiness, they must supply the words, the knowledge, the skills, the tools commensurate with existent aptitudes.

The man whose aptitudes and type of knowledge coincide achieves an enviable place. But the matching of the two is not so simple as one imagines. The thirteen now measurable aptitudes appear in more than eight thousand combinations, so that of eight thousand persons tested no two score alike. As work should tax one's every aptitude, these eight thousand persons require as many different jobs, probably as many different skills and types of knowledge. Yet many come to the Laboratory with the erroneous impression that someone can guide them into a stereotyped groove which will satisfy their cravings. Ordinarily no set task challenges to the full the measurable gifts of any individual, and if such exists, the chance of finding it is negligible.

Even business executives request this Laboratory to test applicants not realizing the slim chance of stumbling upon the one perfectly equipped man or woman in eight thousand. One unselected applicant in every four grades A by definition in any single requisite,—in *accounting aptitude* for clerical work, in *finger dexterity* for small assembly, in *structural visualization* for machine setup,—and most executives accept this person quite unmindful of accompanying aptitudes which forebode trouble. One applicant in sixteen grades A in



two specific requisites—for example, the combination *structural visualization* and *observation* required for airplane inspection, or *structural visualization* and *tweezer dexterity*, required for miniature instrument repair. Only one applicant in sixty-four grades A in any specified three—for instance, *structural visualization*, *tweezer dexterity*, and *subjectivity*, characteristics of the toolmaker, the diemaker, and the airplane mechanic. In consequence an employer seeking an applicant to hold a three-aptitude or four-aptitude job rarely finds him, and so comes to view the world as incapable, not realizing that the individual lacks merely the peculiar qualifications desired at the moment.

Even should the employer come upon the ideal applicant, or the individual land the perfect job, human beings are not static mechanisms, to relegate to permanent compartments, but living organisms. Men shift, advance, develop, and routine jobs unexpectedly disintegrate.

Business must inventory inactive aptitudes from the beginning, so that when an opening arises which demands two, it may give the opportunity to someone on the payroll now using one. It must shift the mechanic with the *structural visualization* needed for his job, and *observation* in addition, into the higher types of mechanical inspection where he can use both traits. It must shift another mechanic high in the same *structural visualization*, and in addition *objective* in personality, into the supervision of airplane construction, perhaps; and shift still a third, high in *structural visualization* and high also in *creative imagination*, to the construction of experimental models in cooperation with the engineering department, or to the building of new designs which tax his ingenuity. The successful executive views promotion as inevitably into the executive ranks, and forgets that, for others, a chance to use two aptitudes instead of one contributes more to happiness than an executive title, even more, perhaps, than a raise in pay.

## V

Is it practical to stimulate with unsolved world problems the overwhelming majority of humanity that discloses more aptitudes than it exerts? Applied in the right direction, aptitudes break new ground,

push back the unknown; while knowledge and vocabulary tell merely how to do again something already done before. Only a few decades ago, the United States granted ambitious men uncleared land in the Far West, automatically forcing them to exert aptitudes merely to exist. Despite the vast tracts thus dispensed, the government rarely encountered a dearth of volunteers even for so hazardous a task, which demanded untold labor. Men of this country never fear work which challenges capacity; but those who today go West, hoping to meet the same problems, discover no untilled land, no unpenetrated forests to fell.

Youth turned from such dangers to so-called white-collar jobs, not for dread of work, but for want of opportunity; for America progresses by reducing the hand operations needed to live. The next step ahead is not a return to physical labor, but an attack on a new frontier, for only at such a point can one hope to use every aptitude. Since land frontiers have virtually disappeared, the new goal is probably the frontier of human understanding.

The difference between a job one executes by rote and vivid exploring of unknown regions is more a manner of thinking than of acting. Jobs are ephemeral—particularly war jobs, which must be done well and rapidly, with all one's energies, but which seldom last forever. One who regards his daily job as ultimate security loses with it, should it vanish, his ambition, his goal, and confidence in himself. But aptitudes remain; one who knows his own grasps with greater certainty each opportunity which life presents, faces each decision more intelligently, with less chance of restlessness and discontent. To one who builds life about his own combination is to use his aptitudes more fully, the loss of a job presents no catastrophe, but rather an opportunity for new experiences. Perhaps even more important, such a person seldom loses the job, for as he gropes to exert his aptitudes, the job grows under him. It becomes no longer a monotonous carrying out of orders, but a solving of problems, never finished, for in the history of human knowledge the solution of each mystery has but uncovered others equally obscure.

Instead of advising some specific nine-to-five job, the Laboratory furnishes each

person an inventory of his or her own aptitudes about which to build life; for while every adult recognizes without tests one trait he possesses, and often uses it, almost no one classifies his capabilities clearly in terms of as many as thirteen. With an itemized list, arranged in order of preeminence, the most outstanding aptitude first, one ultimately finds occasion to integrate at least the more important. The Laboratory illustrates, in such of its brochures, as *Unsolved Business Problems*, known applications of each aptitude, but it can predict future developments no more than can the chemist who discovers a new element. Occasionally the Laboratory suggests a use for some specific combination of two aptitudes, but an integrated, constructive use of four, five, or more aptitudes demands painstaking study and presents the individual with a life's problem equivalent to that confronting industry in seeking a use for some waste product.

Democracy faces the challenge, not of the rare individual with a single aptitude,

for such an exceptional person succeeds today without help, but of the normal man or woman eager to apply five, six, seven, or more idle traits. *A priori* no democracy can survive without furnishing a considerable number of its citizens both a right to pursue happiness and some chance of savoring it. The majority which rules seeks satisfaction from the government or changes it, not necessarily for the better, but inevitably to something different.

Nations, vividly aware of unmistakable defenselessness, miss the total picture. France constructed elaborate fortifications, conscripted a huge army with devastating expenditure of money and youthful years; but its troubles came in the end from within as much as from without. To outlive this world revolution, America must manifestly strengthen its physical defenses, but must spend an equal sum reenforcing itself from within by building richer satisfaction, fuller happiness, by aiding large masses of its citizens to use their now measurable aptitudes.



## ARE WE SEEING OUR WAY TO ILLITERACY?

(Continued from Page 62)

"Chip of the Flying U," "Twenty-Thousand Leagues Under the Sea," "North West Mounted Police." From youngsters from nine to twelve years of age! Indicative? It made me wonder. Why are we struggling to interest them in so-called children's classics or rather undramatic modern stories of everyday happenings?

Are we fighting a Don Quixote battle? In the future, when we have discarded the teaching of reading, will we look back and wonder why we were so blind to the coming change? Or is it our task to continue the increasingly one-sided struggle against the picture books, the moving pictures, and the radio for the education of our American youth?

I am not predicting—I am questioning. Is modern civilization passing beyond the needs of reading in everyday life? If so, in the annals of time, where shall be placed the praise or the blame for this cultural change?



## Brotherhood Week

BROTHERHOOD WEEK is observed annually during the week of Washington's Birthday. Sponsored by the National Conference of Christians and Jews as one of its educational activities, 1941 marks its eighth celebration. Approximately 2,000 communities participated last year.

The National Conference was established in 1928. S. Parkes Cadman, and Newton D. Baker, with Charles Evans Hughes, were among its founders. Permanent local conferences or Round Tables of Protestants, Catholics and Jews now are part of the community structure of many cities.

The Conference is composed of citizens, both lay and clerical, who believe that racial and religious prejudice should be resisted, and that Christians and Jews should work heartily together within the large area of their common interest as Americans.

The Conference does not underestimate the differences that distinguish Catholics, Jews, and Protestants, nor minimize their importance. It seeks no least common multiple of belief, no watering down of religious conviction. It urges loyalty to one's own household of faith, knowing well that this Republic can build a political, economic, and social prosperity only if religion undergirds it.

The theme of Brotherhood Week is National Unity. The national slogan is: "One Nation, Indivisible, With Liberty and Justice for All."

It is the hope of the organization that schools will observe this week through posters, poems, slogans, assemblies, pageants, homerooms, clubs and other ways.

Another objective of Brotherhood Week is to honor one who in our time has championed the faith in this Republic exhibited so notably by the first President. The Chief Justice of the United States, a founder of this National Conference, has championed the ideals of justice, understanding, and friendly cooperation without which our democracy would be but an empty form. During the week of Washington's Birthday 1941 every Missouri school may recognize in some fitting manner Charles Evans Hughes' vision in forging, fourteen years ago, an implement for the unity so essential to the nation's life today.



The National Conference will furnish, to schools who desire to participate in Brotherhood Week, the following aids: a series of three fifteen-minute radio scripts which may be broadcast over local stations, resource material for addresses, sample trialogues for programs, publicity material, Brotherhood Week posters. These may be obtained on request from the national office, 300 Fourth Avenue, New York.

### SOCIAL STUDIES AND OUR NATIONAL DEFENSE PROGRAM

(Continued from Page 76)

gamut of history. The tensions that attend social and political movements in the United States are the concern of children as well as adults. Their interpretation in the light of our own struggles to secure and maintain our liberties calls for the careful treatment of historical materials.

The task for the Social Studies in National Defense is not different in character or quality from that required during peace times. Even though it must be of greater intensity, we must still continue to provide pupils in school with opportunity to learn by experience the concepts essential to democracy and to develop the attitudes necessary to render those concepts effective.



## ITEMS OF INTEREST



### COMMUNITY TEACHERS ASSOCIATION

The Holt County Teachers Association will hold its next meeting in Mound City, February 15.

The Daviess County Teachers Association met January 9, at the Pattonsburg high school. Following the banquet, Paul Keith, superintendent of schools at Maysville, talked on the legislative program of the Missouri State Teachers Association.

The regular meeting of the Webster County Teachers Association was held at Marshfield January 27.

The program for the meeting featured musical numbers furnished by the Marshfield High School and an address by C. C. Williford of the U. S. Weather Bureau, Springfield.

### ELECT NEW PRESIDENT OF A. A. S. A.

W. H. Pillsbury, Superintendent of Schools, Schenectady, New York, has been elected president of the American Association of School Administrators. He will take office March 15, 1941, following the February convention of the organization in Atlantic City.

### SCHOOLMASTERS

The Schoolmasters Club of Scotland and Mississippi County, at its last meeting held a ladies' night. More than 100 were present from the two counties for the dinner meeting which was held at Sikeston.

Dean Theo. W. H. Irion, University of Missouri, addressed the Central Missouri Schoolmasters meeting held recently at Jefferson City. "Education in the Current Press" was the theme of the Dean's address.

The Southwest Missouri School Administrators met January 25 at the State Teachers College, Springfield. Following the dinner, which was held in the cafeteria of the College, N. E. Viles, Director Division of School Building Service, State Department of Education, addressed the group.

The Stoddard County Rural School Music Festival will be held in the high school auditorium at Dexter, March 21. The festival will be under the direction of Mrs. Keller, County Music Supervisor.

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## APPOINTMENTS

**Morris Yadon** of Mound City will teach music in the Maitland High School.

**O. T. Coil** was reelected superintendent of the DeSoto public schools at a recent meeting of the board of education.

**Clarence E. Coleman**, who has been teaching general science at Grand Pass, Mo., for the past four years, has accepted a similar position in the Mound City High School.

**Miss Lucile Muldrow**, Perry, has been named instructor of music and English at the Stowell Junior High School in Hannibal. She succeeds **Miss Mildred Parks**, who resigned to accept a teaching position in Jefferson City.

**Dr. E. G. Kennedy**, principal of Smith-Cotton High School in Sedalia, has joined the staff of Lloyd W. King, state superintendent of schools, as assistant supervisor of defense training. Dr. Kennedy will assist in the administration of the Missouri program of vocational training for the national defense.

**Joe Benson**, teacher in the Sedalia High School has been promoted to the principalship.

**Paul J. Keith**, Superintendent of the Maysville public schools, was given a three-year contract by the board of education at a recent meeting.

**Delbert Dunkin**, Hickman High School, Columbia, has been appointed to supervise the work in connection with the National Defense training program in Columbia.

**Miss Bernice Robine** has been elected to teach in the St. Charles Junior high school. **Miss Helen Tarver** of Kansas City has been named to take Miss Robine's place in the Marthasville high school.

**Robert Rogers**, Hardin, Missouri, has been named to teach in the Smith-Cotton high school at Sedalia.

**Ralph E. Hamilton** was reelected superintendent of the Competition school system for next year at the January meeting of the board of education. Mr. Hamilton is completing his fourth year of work in this system.

**Miss LaDonna Switzer** has been employed by the Board of Education at Blue Springs to teach home economics and biology in the high school. Miss Switzer is a graduate of Maryville State Teachers College.

## There's a Reason, a Time and Place for CHEWING GUM

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Although the problem of "when" and "where" to enjoy chewing gum must always depend on the good judgment and common sense of each boy and girl, outstanding teachers and leaders are helping point the way.

Popular, successful people, for instance, who always show consideration and thoughtfulness for others enjoy chewing gum themselves and pass it around to friends. But they never chew it when they think it will show lack of consideration for others, which means whenever formal behavior is expected.

Wide-awake, active young Americans know that chewing gum fits in naturally at home; in an automobile; reading or studying or doing hundreds of other things. In fact, wherever men, women and children gather together informally chewing gum adds to their enjoyment.

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Eight rural school districts in Newton County are transporting their children to neighboring schools this year.

Ripley County has a victrola record library. Miss Mary Russell is the county music supervisor.

Rural teachers of Boone County have an average of 77.89 college hours. In education courses they have an average of 19.31 hours credit.

#### TO WORK AT WASHINGTON, D. C.

Lloyd W. King, state superintendent of schools recently announced a six month's leave of absence has been granted to Miss Louise Keller, state supervisor of vocational home economics for the state department of education. Miss Keller will go to Washington, D. C. to join the staff of the United States Office of Education where she will serve as regional agent in the division of home economics.

The eighty-six rural teachers of Ripley County have an average of forty college hours. The average monthly salary for rural teachers is \$82.92. The enrollment per school ranges from five to sixty-five.

#### COMMITTEE AT WORK ON SECONDARY SCHOOL PROGRAM

Plans of the National Association of Secondary School Principals for improving the American Secondary School's program of education for citizenship were set in motion recently with the appointment of a joint-committee on education for democratic citizenship which held its first meeting in Chicago in December.

Dr. J. D. Hull, principal senior high school, Springfield, Missouri, was appointed to this seven-member committee.

The committee in cooperation with the National Council for Social Studies plans to help schools develop instructional materials for a basic educational program in the socio-civic area.



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## NATIONAL TEACHER EXAMINATIONS

The National Teacher Examinations will be given at four centers in Missouri on March 14-15, 1941.

The names of these four centers and the superintendents of the cooperating school systems are: Columbia, W. E. Rosenstengel; Joplin, E. A. Elliott; Kansas City, Herold C. Hunt; and St. Louis, Homer W. Anderson.

For a more complete discussion of the purpose and nature of these examinations see the January issue of *SCHOOL AND COMMUNITY*, pages 17-18.

## STUDENT COUNCILS DELIVER BASKETS TO NEEDY FAMILIES

The student councils of the Webb City Junior-Senior High Schools delivered Christmas baskets to needy families. This custom, is practiced by a number of student councils over the state. However, the number of baskets delivered, ninety-seven, is unusually high.

The sponsors of the student councils, Miss Mayme Stinnett and Mr. Otto H. Hayward, conducted a contest among the home rooms to obtain the materials.

## NEW COURSE IN SPRINGFIELD HIGH SCHOOL

A course in Latin American history, offered for the first time at Senior High School in Springfield, presents an excellent example of inter-departmental good will and cooperation. The course was introduced at the suggestion of Miss Florence Painter, teacher of Spanish in the high school. The class was taught this year by Mr. Paul Mitchum. Encouraged by Miss Painter and by his principal, Dr. J. D. Hull, Mr. Mitchum began the course with enthusiasm and has had such success in teaching it that extra classes in the course may have to be added next year.

## DEPARTMENT OF SUPERINTENDENTS ELECT OFFICERS

The Twenty-eight Annual Meeting of the Department of Superintendence was held in Columbia, January 16 and 17. Mutual problems of defense and public education, the theme of the conference, as presented in the meetings was helpful and stimulating.

In addition to many Missouri educators who appeared on the programs, Dr. W. W. Charters, Director of Bureau of Educational Research, Ohio State University, addressed the administrators on two occasions.

During the business meeting, at which President L. B. Hawthorne presided, officers for next year were elected as follow: Tracy E. Dale, St. Joseph, President; George Riley, Rogersville, Vice-President; M. C. Cunningham, Jefferson City, Secretary; and Thos. J. Walker, Columbia, Treasurer.

T. Dean Adams, Palmyra, was elected a member of the planning committee.

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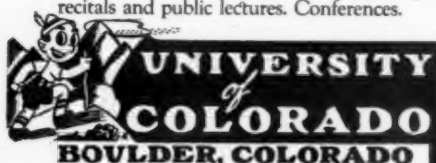
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## FACTS AND FIGURES

The total yearly cost of schools per capita of population is \$11.89 in Missouri. The average for the United States is \$16.20.

Twenty-nine states spend more per pupil enrolled than does Missouri. We spend \$67.82. New York spends \$148.62.

The people in Missouri pay only forty cents per day for each pupil in average daily attendance in their schools. Missouri ranks 18th from the bottom in this respect.

Missouri has 176 days in her school year. This is above the United States average of 173.9 days. Only twelve states have a higher average.

## PUBLICATIONS

Bulletin number two of the secondary school series has recently been published by the State Department of Education.

The title, "An Administrators Handbook for High School Districts," clearly indicates the nature of the contents of this 255-page publication.

This handbook, according to the foreword, is to replace the bulletin, on "Organization and Administration of Junior and Senior High Schools," issued by the State Department of Education in 1932.

The National League of Women Voters, through a grant from the Lucile Kroger Berne Memorial, have published a pamphlet bearing the name **Know Your School System**.

The purpose of this pamphlet as set forth in the foreword is "to give League members a picture of their local schools and lead them to a wider interest in public education." This purpose is to be accomplished by using a study outline in the form of questions. Suggestions are also made for the use of the pamphlet by lay groups.

Copies of the publication may be obtained from the League's headquarters at 726 Jackson Place, Washington, D. C. The price is ten cents per copy.

A new publication bearing the title, "Suggestions For a Code of Rules and Regulations for Missouri Boards of Education," has just been published by the University of Missouri. The co-authors, W. W. Carpenter, A. G. Capps and L. G. Townsend, Professors of Education, have outlined in one chapter of this pronouncement a suggested division of power and duties of the school board, the superintendent, the principal, and the teacher.

Another chapter dealing with suggestions for rules and regulations should prove to be very useful to superintendents and boards of education in Missouri.

The appendix deals with: subjects for which boards of education make rules and regulations, the minute book, official minutes of the board of education and suggestions for an index for a motion's history.



## CONSTITUTIONAL REVISION COMMITTEE APPOINTED

During the meeting of the Assembly of Delegates in Kansas City, November 6, 1940, there was adopted by that body a motion directing the Executive Committee to appoint a committee whose function would be to study the present Constitution and make recommendations for its revision.

In accordance with this action the Executive Committee at its meeting in Columbia, January 15, 1941, named nine people to serve on this revision committee.

The revision committee is composed of one representative from each Association District, the personnel being: E. T. Miller, Hannibal; Willard J. Graff, Marshall; Fred Bruner, Bonne Terre; Ralph McPherson, Forsyth; L. Blanche Templeton, Rock Port; Lloyd Breuer, Camdenton; Grace Riggs, Kansas City; Bertha Rightmire, St. Joseph; and C. E. Stephens, St. Louis.

Mr. Willard J. Graff, Superintendent of the Marshall Public Schools, was designated as Chairman by the Executive Committee.

## WILLIAM JEWELL ANNOUNCES PLANS FOR PROGRAM OF EXPANSION

President John F. Herget recently made public the plans of William Jewell College to Celebrate its centennial in 1949 by having completed within the next nine years an expansion program of \$3,840,750.

The formal announcement of the adoption of the "William Jewell College Centennial Program" was made jointly by President Herget and by W. D. Johnson, Kansas City, president of the Board of Trustees, and Albert L. Reeves, Jr., Kansas City, president of the William Jewell alumni association.

The board of trustees have placed the limit of the student body at William Jewell at 500 students.

In order to equip this student body of 500 with the most modern facilities the centennial program calls for raising the money to erect a student and faculty building and an astronomical observatory. Historic Jewell Hall which was erected in 1852 will be made fire proof. A concrete athletic stadium will be erected on the athletic field. The library equipment will be expanded. Many other improvements will be made throughout the campus.

The academic endowment for the liberal arts departments will be increased by \$3,000,000, in order to strengthen teaching efficiency.

A special campaign will be inaugurated to raise \$50,000 to endow the "Ted Malone Collection of Poetry" which is housed in the William Jewell Library.

Ted Malone, New York, the poetry commentator of the National Broadcasting Company, is a William Jewell alumnus and has made the library of his alma mater the depository of the poetry which he has been collecting during his eleven years of reading poetry over the radio networks.



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## FROM THE STATE SUPERINTENDENT'S ANNUAL REPORT, 1939-40

- For teacher training aid to cities there was apportioned \$189,874.56.
- For the tuition of 51,248 non-resident high school students there was apportioned \$2,058,669.
- The sum of \$784,586.86, including the contribution of the federal government, was apportioned as reimbursement for vocational education.
- The sum of \$1,550,835 was apportioned for the transportation of 80,613 elementary and high school pupils. This is an increase of 13,121 in the number of pupils transported over 1938-39.

## EDUCATIONAL BILLS IN CONGRESS

If the 77th Congress matches its predecessors, it will consider about 16,000 bills during this and next year, of which approximately one per cent will relate directly to education. An ambitious start was made during the first week of the current session, January 3-10, with more than 2,000 bills introduced. Sixteen are educational measures. Brief summaries follow; copies of the bills may be obtained from members of Congress.

- H. R. 71—(Alfred J. Elliott, Dem., Calif.)  
Education in migratory labor camps.
- H. R. 76—(Anthony J. Dimond, Delegate from Alaska)  
Alaskan lands for educational uses.
- H. R. 106—(Fritz G. Lanham, Dem., Texas)  
Engineering, industrial research in colleges.
- H. R. 532—(Schuyler O. Bland, Dem., Va.)  
Furnishing vessels for State nautical schools.
- H. R. 600—(James P. McGranery, Dem., Pa.)  
Division of Fine Arts in Office of Education.
- H. R. 958—(Homer D. Angell, Rep., Ore.) and  
H. R. 1825—(Bland)  
Education of physically handicapped children.
- H. R. 1002—(Jennings Randolph, Dem., W. Va.)  
Civilian Conservation Corps.
- H. R. 1044—(Randolph)  
Education for children of World War veterans.
- H. R. 1070—(Randolph)  
Adult civic education, forums.
- H. R. 1074—(Pius L. Schwert, Dem., N. Y.)  
Funds for physical education, including school camps.
- H. R. 1077—(Margaret C. Smith, Rep., Maine)  
New marine schools.
- H. R. 1100—(Vito Marcantonio, Ind., N. Y.)  
Education, employment for youth of 16-25. Known as the American Youth Act.
- H. R. 1605—(Lee E. Geyer, Dem., Calif.)  
New naval academy near San Francisco.
- H. R. 1798—(William H. Sutphin, Dem., N. J.)  
Survey of physical education resources in U. S.

- S. 10—(Pat McCarran, Dem.; Nev.)  
Division of Aviation Education in Office  
of Education.  
S. J. Res. 11—(Arthur H. Vandenberg, Rep.,  
Mich.)  
Child labor amendment to Constitution.

## Books Received

**ON THE LONG ROAD**, by Nila Banton  
Smith and Stephen F. Bayne. Pages 512.  
Published by Silver Burdett Company. Price  
\$1.12.

A reader for grade six. Each reader is ac-  
companied by a Teacher's Guide.

**A PICTURE DICTIONARY FOR CHILD-  
REN**, by Garnette Watters and S. A. Cour-  
tis. Pages 478. Published by E. M. Hale Co.  
Price \$0.52. (Paper binding.)

This dictionary for a very young child con-  
tains 4832 words and their variants and uses  
1200 illustrations.

**CITIZENSHIP AND CIVIC AFFAIRS**, by  
Harold Rugg. Pages 610 plus LIV. Pub-  
lished by Ginn and Company. Price \$1.88.

A civics book which gives students a pano-  
ramic picture of American government and life.

**A NEW GEOMETRY FOR SECONDARY  
SCHOOLS**, by Theodore Herberg and Jos-  
eph B. Orleans. Pages 402. Published by D.  
C. Heath and Company. Price \$1.36.

Organized to meet the needs of both college  
preparatory and non-college preparatory groups.

**AMERICA THEN AND NOW**, by Edna Mc-  
Guire. Illustrations by George M. Richards.  
Pages 437. Published by The Macmillan  
Company. Price \$1.40.

A fifth grade history text, simple in vocab-  
ulary and diction.

**PETITS CONTES VRAIS**, by Mary Riley  
and Andre Humbert. Pages 243. Published  
by Charles E. Merrill Company. Price \$0.96.  
Actual happenings, which took place a few  
years ago in a French family are told in en-  
joyable stories.

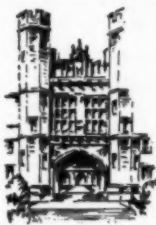
**THINKING IN ENGLISH**, Book II, by Rach-  
el Salisbury and J. Paul Leonard. Pages 440.  
Published by Scott, Foresman and Company.  
Price \$1.24.

Second-year high school English book with  
emphasis placed on reading to get ideas, on  
writing and speaking to give ideas, on punctu-  
ating to disclose thought relations, and on sen-  
tence building.

**OUR FREEDOMS**, by Chester S. Williams  
and edited by John W. Studebaker. **The  
Rights We Defend**. Pages 72. Price \$0.48.  
**Rights of Free Speech**. Pages 84. Price \$0.48.  
**Liberty of the Press**. Pages 72. Price \$0.48.

Published by Row, Peterson and Company.

This series is designed to help Americans,  
particularly young people, to understand the  
meaning of our freedoms and the historic strug-  
gle men have made to win them.



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## IMPORTANT CONVENTIONS FEBRUARY

15 Industrial Arts and Shop Teachers Annual Conference, Warrensburg, February 15, 1941.

18 Deans of Women Annual Convention, Haddon Hall, Atlantic City, New Jersey, February 18-21, 1941.

19 Progressive Education Association, Philadelphia, Pennsylvania, February 19-22, 1941.

22 American Association of School Administrators, Atlantic City, February 22-27, 1941.

26 Legionnaire - Schoolmaster Breakfast, Ambassador Hotel, Atlantic City, 7:30 A. M., February 26, 1941.

27 American Association of Junior Colleges, Chicago, February 27-March 1, 1941.

## MARCH

14 Thirteenth Rural Life Conference, Kirksville, Missouri, March 14, 1941.

27 Midwest Conference on Rural Education, Champaign - Urbana, Illinois, March 27-29, 1941.

28 Midwest Education Association Meeting, Washington University, St. Louis, March 28, 1941.

29 Sixth Annual Conference on Elementary Education, Maryville, Missouri, March 29, 1941.

29 Fourth Annual State Student Assembly, Jefferson City, March 29, 1941.

## APRIL

17 Missouri Academy of Science Meeting, Columbia, April 17-19, 1941.

## JUNE

29 National Education Association Annual Convention, Boston, June 29-July 3, 1941.

## JULY

8 The Association for Childhood Education, 48th Annual Study Conference, Oakland, California, July 8-12, 1941.

## NOVEMBER

26 Missouri State Teachers Association Annual Convention, St. Louis, November 26-29, 1941.



# Picture Study



## BLACK HAWK By Lorado Taft

A QUARTER CENTURY AGO Lorado Taft created a huge figure of an American Indian to memorialize Chief Blackhawk, the Sac Chieftan. It stands on the bank of the Rock River at Oregon, Illinois. Made of concrete it stands 48 feet high and thus can be seen from a great distance.

Blackhawk was born near this spot in 1767. As a young man he became a noted warrior and, when a chieftan, led his people in an invasion of the Osage People along the Missouri River. Next he attacked the Cherokees and so dominated the region of the upper Mississippi Valley that he became a noted figure. With a settlement of the middle west, Blackhawk proved his ability as a leader and negotiated treaties and defended his people against the in-roads made by the whites by chicanery and fraudulent land schemes. As an old man he had to suffer seeing his people moved across the Mississippi River to Iowa as a military measure. Even at his advanced age, as recent as 1831 he re-assembled his people for a last attack on the Americans. During the next year he met defeat

on the Wisconsin River and in August surrendered at Prairie-du Chien.

The inclusion of this unique work of art in the set of Missouri pictures approved for study in the elementary grades during the school year of 1940-41 is fortunate. The sculptor, Lorado Taft, made an extensive study of the character of Blackhawk. It was near Oregon, in the beautiful Rock River Valley that the artist had his Summer home and studio for many years. Legends of Blackhawk abound in this region and should be of special interest to all who live in the middle west.

Edgar A. Bancroft in his dedicatory address said of the statue: "There the sculptor has placed imperishably the Indian—not sullen; not resentful; not despondent; not surrendering; but simple; unflinching; erect; with the pathos of the past in his face, the tragedy of the future in his eyes, but with the dauntless courage of a man in his figure and in his whole attitude."

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## 1941 SUMMER SESSION

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June 16.....	Monday, registration
June 17.....	Tuesday, class work begins, 7 a. m.
July 4.....	Friday, Independence Day, holiday
August 3.....	Sunday, Baccalaureate address, 8 p. m.
August 8.....	Friday, summer session class work closes, 4 p. m.
August 8.....	Friday, Commencement exercises, 8 p. m.

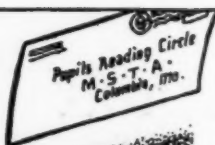
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| 2. Agricultural Chemistry                   | 2. Home Economics Education | 29. Pathology, Bacteriology, and Preventive Medicine                    |
| 3. Agricultural Economics                   | 3. Industrial Education     | 30. Philosophy  |
| 4. Agricultural Engineering                 | G. Guidance and Counseling  | 31. Physical Education  |
| 5. Anatomy                                  | 14. Engineering             | 32. Physics   |
| 6. Animal Husbandry                         | Civil Engineering           | 33. Physiology and Pharmacology   |
| 7. Art                                      | Electrical Engineering      | 34. Political Science and Public Law                                    |
| 8. Botany                                   | Mechanical Engineering      | 35. Poultry Husbandry   |
| 9. Chemistry                                | 15. English                 | 36. Psychology  |
| 10. Classical Languages and Archaeology     | 16. Entomology              | 37. Religion  |
| 11. Dairy Husbandry                         | 17. Field Crops             | 38. Rural Sociology   |
| 12. Economics and Finance                   | 18. French                  | 39. Sociology   |
| 13. Education                               | 19. Geography               | 40. Soils   |
| A. Educational Psychology                   | 20. Geology                 | 41. Spanish   |
| B. History and Philosophy of Education      | 21. Germanic Languages      | 42. Speech  |
| C. Education Administration                 | 22. History                 | 43. Training Courses for Agricultural and Home Economics Extension Work |
| D. Secondary Education                      | 23. Home Economics          | 44. Veterinary Science  |
| E. Elementary Education                     | 24. Horticulture            | 45. Zoology   |
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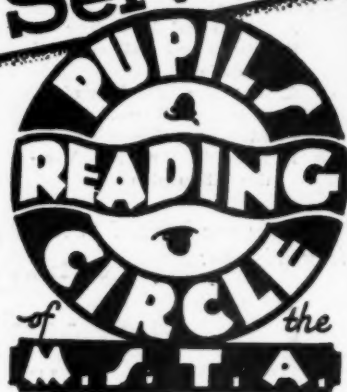
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